REPORT DOCUMENTATION PAGE

1a. REPORT SECURITY CLASSIFICATION UNCLASSIFIED	1b. RESTRICTIVE MARKINGS
2a. SECURITY CLASSIFICATION AUTHORITY	3. DISTRIBUTION/AVAILABILITY OF REPORT Approved for public release; distribution is unlimited.
2b. DECLASSIFICATION/DOWNGRADING SCHEDULE	
4. PERFORMING ORGANIZATION REPORT NUMBER(S)	5. MONITORING ORGANIZATION REPORT NUMBER(S)
6a. NAME OF PERFORMING ORGANIZATION Naval Postgraduate School 6b. OFFICE SYMBOL (*If applicable*) 36	7a. NAME OF MONITORING ORGANIZATION Naval Postgraduate School
6c. ADDRESS (*City, State, and ZIP Code*) Monterey, CA 93943-5000	7b. ADDRESS (*City, State, and ZIP Code*) Monterey, CA 93943-5000
8a. NAME OF FUNDING/SPONSORING ORGANIZATION 8b. OFFICE SYMBOL (*If applicable*)	9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER
8c. ADDRESS (*City, State, and ZIP Code*)	10. SOURCE OF FUNDING NUMBERS Program Element No / Project No / Task No / Work Unit Accession Number

11. TITLE (*Include Security Classification*)
The Impact of the Defense Acquisition Workforce Improvement Act on the Professionalization and Training of the Marine Corps' Enlisted Acquisition Workforce

12. PERSONAL AUTHOR(S) ROY RANDOLPH SCHLEIDEN

13a. TYPE OF REPORT	13b. TIME COVERED	14. DATE OF REPORT (*year, month, day*)	15. PAGE COUNT
Master's Thesis	From To	DECEMBER 1992	175

16. SUPPLEMENTARY NOTATION
The views expressed in this thesis are those of the author and do not reflect the official policy or position of the Department of Defense or the U.S. Government.

17. COSATI CODES			18. SUBJECT TERMS (*continue on reverse if necessary and identify by block number*)
FIELD	GROUP	SUBGROUP	DAWIA, Public Law 101-510, Defense Acquisition Workforce Improvement Act

19. ABSTRACT (*continue on reverse if necessary and identify by block number*)

Public Law 101-510, Defense Acquisition Workforce Improvement Act (DAWIA) became effective upon its passage for Fiscal Year 1992. The intent of the legislation is to increase the training and professionalism of the Department of Defense Acquisition Workforce. The DAWIA outlines specific requirements and qualifications of military personnel who are filling acquisition billets.

This thesis will focus on the functions performed by 3044 Marines classified by Military Occupational Specialty (MOS) 3044, Contract and Acquisition Specialists. The work performed by 3044 Marines will be compared with the job descriptions of the GS-1105 (Purchasing Series) and GS-1102 (Contracting Series) positions. An evaluation will determine if there should be any changes to the 3044 classification, and what other training and entrance requirements could/should be implemented in compliance with the DAWIA initiative; thus ensuring an increase in competency, proficiency and professionalism of the 3044 MOS Marines.

20. DISTRIBUTION/AVAILABILITY OF ABSTRACT	21. ABSTRACT SECURITY CLASSIFICATION	
☒ UNCLASSIFIED/UNLIMITED ☐ SAME AS REPORT ☐ DTIC USERS	UNCLASSIFIED	
22a. NAME OF RESPONSIBLE INDIVIDUAL CDR J. A. WARMINGTON	22b. TELEPHONE (*Include Area code*) 408-646-2966	22c. OFFICE SYMBOL AS/Wr

DD FORM 1473, 84 MAR 83 APR edition may be used until exhausted
All other editions are obsolete

SECURITY CLASSIFICATION OF THIS PAGE
UNCLASSIFIED

T259159

Approved for public release; distribution is unlimited.

The Impact of the Defense Acquisition Workforce Improvement Act On the Professionalization and Training of the Marine Corps' Enlisted Acquisition Workforce

by

Roy Randolph Schleiden
Major, United States Marine Corps
B.S., United States Naval Academy, 1978
M.S., Golden Gate University, 1982

Submitted in partial fulfillment
of the requirements for the degree of

MASTER OF SCIENCE
MANAGEMENT

ABSTRACT

Public Law 101-510, Defense Acquisition Workforce Improvement Act (DAWIA) became effective upon its passage for Fiscal Year 1992. The intent of the legislation is to increase the training and professionalism of the Department of Defense Acquisition Workforce. The DAWIA outlines specific requirements and qualifications for various specialties within the General Series (GS) workforce and states requirements for the qualifications of military personnel who are filling acquisition billets.

This thesis will focus on the functions performed by Marines classified by Military Occupational Specialty (MOS) 3044, Contract and Acquisition Specialists. The work performed by 3044 Marines will be compared with the job descriptions of the GS-1105 (Purchasing Series) and GS-1102 (Contracting Series) positions. An evaluation will determine if there should be any changes to the 3044 classification, and what other training and entrance requirements could/should be implemented in compliance with the DAWIA initiative; thus ensuring an increase in competency, proficiency and professionalism of the 3044 MOS Marines.

TABLE OF CONTENTS

I. INTRODUCTION 1

A. GENERAL 1

B. EXPLANATION OF THE RESEARCH 2

C. FINAL OBJECTIVES 5

D. RESEARCH AND SUBSIDIARY QUESTIONS 6

E. SCOPE, LIMITATIONS AND ASSUMPTIONS 6

F. ORGANIZATION OF THE STUDY 9

G. KEY TERMS 10

II. BACKGROUND 11

A. PRE-DEFENSE ACQUISITION WORKFORCE IMPROVEMENT ACT 11

1. Prelude to the Packard Commission 11

2. The Packard Commission 13

3. Post-Packard Commission Actions 17

B. THE DEFENSE ACQUISITION WORKFORCE IMPROVEMENT ACT 21

C. THE ENLISTED ACQUISITION WORKFORCE 25

1. Air Force Implementation 26

2. Marine Corps Implementation 29

D. SUMMARY 33

III. METHODOLOGIES 35
A. RESEARCH METHODOLOGY 35
1. Literature Search 36
2. Interviews 38
3. Survey questionnaires 39
B. METHODS OF ANALYSIS 43
C. SUMMARY 45

IV. 3044 SURVEYS: DATA PRESENTATION AND ANALYSIS . . . 47
A. SUMMARY AND ANALYSIS OF QUESTIONS 1-9 47
1. Summary 47
2. Analysis 50
B. QUESTIONS 10-22 54
1. Tabulation and Observations 54
2. Analysis 60
C. QUESTIONS 23-59 61
1. Tabulation and Observations 61
2. Analysis 100
D. QUESTIONS 60-66 102
1. Summary 102
2. Analysis 103
E. SUMMARY OF SURVEY RESPONSES 103

V. 9656 SURVEYS: DATA PRESENTATION AND ANALYSIS . . . 106
A. SUMMARY AND ANALYSIS OF QUESTIONS 1-9 106
B. TABULATION OF QUESTIONS 7-23 106

C. SUMMARY OF QUESTIONS 24-26 112
D. ANALYSIS 114
E. SUMMARY 115

VI. CONCLUSIONS AND RECOMMENDATIONS 117
A. GENERAL 117
B. CONCLUSIONS 117
C. RECOMMENDATIONS 119
D. RESEARCH QUESTIONS ANSWERED 121
1. Primary Research Question 121
2. Subsidiary Research Questions 122
E. RECOMMENDATIONS FOR FURTHER STUDY 123

APPENDIX I 125

APPENDIX II 129

APPENDIX III 142

APPENDIX IV 154

APPENDIX V 159

REFERENCES 160

BIBLIOGRAPHY 162

INITIAL DISTRIBUTION LIST 166

I. INTRODUCTION

A. GENERAL

Public Law 101-510, the Defense Acquisition Workforce Improvement Act (DAWIA), became effective upon its passage for Fiscal Year (FY) 1992. The intent of the legislation is to increase the training and professionalism of the Department of Defense (DOD) Acquisition Workforce. It is the culmination of many studies undertaken by the Government to improve the efficiency with which the DOD acquisition system operates [Ref. 1:p. 20]. A direct outgrowth of the President's 1986 Blue Ribbon Commission on Defense Management, it is unique in its approach of attempting to create an acquisition workforce that is properly trained and educated to make independent decisions and in setting up a chain of command for DOD acquisition that provides true authority and responsibility to those in charge. This is a definite change from past legislation that served to restrict the decision making capabilities of Program Managers and others within the workforce [Ref. 2:pp. 13-14]. The DAWIA outlines specific requirements and qualifications for various specialties within the General Series (GS) workforce and states requirements for the qualifications of military officers who are filling acquisition billets. Again, the emphasis is on ensuring that

these personnel are trained to do what professionals everywhere must do, make sound decisions.

In November 1991, as a part of its compliance with DAWIA, the DOD issued a manual entitled Career Development Program For Acquisition Personnel that was a result of DOD Directive 5000.52, "Defense Acquisition Education, Training, and Career Development Program". In the foreword to the manual, it is clearly stated that the manual applies to military officers and enlisted and civilian personnel occupying acquisition positions within the DOD. [Ref. 3:p. i] It is important to note that, while the DAWIA does not specifically address the issue of enlisted acquisition personnel by outlining specific entrance, training and education requirements, the intent of the legislation is to increase the efficiency and professionalism of the entire DOD acquisition workforce. In order to ensure that this goal is met, a need exists to address the specific entrance, training and educational requirements for enlisted acquisition personnel.

B. EXPLANATION OF THE RESEARCH

The research was designed to determine what, if any, actions the Marine Corps should initiate to upgrade the training and professionalism of its enlisted acquisition workforce, Military Occupation Specialty (MOS) 3044. The Marine Corps' recommendation for implementation of the legislation is in its formulation stages; hence, now is the

time for pertinent suggestions. It is important that these suggestions conform to current Marine Corps practices and that their initiation is feasible. To that end, questionnaires were issued to MOS 3044 Marines and their MOS 9565 (Acquisition and Contracting Officer) supervisors to assess the following areas:

- The tasks currently being performed by 3044s of each rank.
- The willingness of the MOS 3044 Marines to pursue further education and training.
- An assessment of the perceived need for more stringent entrance requirements and additional education and training requirements.
- Confirmation or denial of the fact that on/off duty time is available for 3044s to receive additional training and education.

The primary assumption of the research is that the training and education received by MOS 3044 Marines should be consistent with the tasks performed by this occupational specialty in each of the ranks E-5 through E-9. The tasks being performed by the Marines were assessed with a series of questions. First, were the courses currently required for various ranks providing the proper amount of training for the work actually being done? If not, what course requirements could be added to achieve that goal? Second, did the tasks being performed correlate with those executed by any of the GS acquisition specialties that were dealt with specifically in DAWIA? The most likely possibilities for this comparison were

the GS-1102 Contracting Series and the GS-1105 Purchasing Series. The research was accordingly limited to comparisons with these two specialties. If the tasks performed were similar, would it be possible to provide equivalency ratings of MOS 3044 Marines to one of these specialties? This would provide very specific entrance, education and training requirements for use by the Marine Corps and would be the most likely means of ensuring a substantial compliance with DAWIA while serving several useful operational functions for the Marine Corps.

In order to ensure that any suggested changes were feasible, two things were done. First, the applicable questionnaire responses were analyzed to ascertain the attitude of 3044s to increased training and education requirements, to see if the 3044s felt these changes were needed and to determine whether or not time actually existed in the typical 3044's schedule, both on and off duty, to accomplish this goal. Secondly, key personnel involved with the Marine Corps' implementation of DAWIA were interviewed to determine what changes, if any, were or were not possible and to document what had been done to date.

Background research and literature searches provided accurate history and information on DAWIA, the current status of DOD's compliance, specifics of the GS-1102 and GS-1105 Series, the Marine Corps' current stand on the subject and other pertinent information.

Again, all of this was undertaken so that practical recommendations could be made that would help to ensure a competent, professional group of Marines in the 3044 MOS by providing adequate education and training to these personnel.

C. FINAL OBJECTIVES

The ultimate goal of this research is to present the results of the study in such a manner as to be useful to the Marine Corps Contracting Division at Headquarters Marine Corps (HQMC) (Code LBO) as they continue to implement DAWIA. The goal of any suggested changes is to ensure that the MOS 3044 Marines are being adequately trained to perform the tasks that they are asked to do and that their careers are being developed in a professional manner as they progress through the enlisted ranks. Specifically, recommended changes to the MOS Manual, if indicated, will be identified that will accurately reflect the job functions and training requirements necessary to successfully perform a particular billet. This may or may not be done by correlation with an existing GS series' entrance, education and training schedule. As a practical application, a systematic and fundamental training/education requirements package for each 3044 by rank structure will be generated to provide HQMC (Code LBO) with an initial program to upgrade the enlisted acquisition workforce in accordance with statutory intent.

D. RESEARCH AND SUBSIDIARY QUESTIONS

The thesis topic research is:

With the passage of Public Law 101-510, The Defense Acquisition Workforce Improvement Act (DAWIA), what actions should the Marine Corps initiate to upgrade the training and professionalism of its enlisted acquisition workforce, MOS 3044?

The subsidiary research questions are:

1. What are the current MOS 3044 entrance and training requirements and how do these compare with the actual backgrounds of the Marines with 3044 MOSs?

2. What do the other Services do in training their enlisted acquisition workforces?

3. Do the job requirements of the 3044 MOS require full implementation of all DAWIA initiatives to the 3044 personnel?

4. What minimum implementation of DAWIA initiatives should be made to improve the performance and professionalism of the 3044 MOS enlisted acquisition corps?

E. SCOPE, LIMITATIONS AND ASSUMPTIONS

The DAWIA is an extensive document which touches upon many aspects of the defense acquisition workforce. In addition, its intent is to encourage the professionalization of any and all persons employed in that workforce in order to create a more efficient and effective procurement system for the Government. The Marine Corps has demonstrated, by actions taken thus far, a sincere desire to comply with the letter, as well as the intent, of the legislation. Although many MOSs and civilian positions will become a part of this implementation, this paper is limited to the effect of the legislation on the 3044 MOS and the investigation of ways in

which the individuals in this specialty could possibly be better trained, educated and guided to enhance their competency and professionalism and to best prepare them for their present and future billet assignments.

The major assumption of this research is the belief that education and training should be designed to provide the best possible background for the tasks the MOS 3044 Marines are being asked to perform. In addition, the education and training must be adequate to provide competency in contingency situations when such occasions arise.

A literature search provided substantial information regarding the events preceding the passing of the DAWIA and the past requirements the Marine Corps had for the 3044 MOS. Because the legislation is new, and due to the fact that the Marine Corps was not able to initially include the 3044 MOS in its DAWIA policies, very little concrete post-DAWIA documentation is available. Therefore, the research was limited to reliance on personal interviews to determine what actions the Marine Corps is currently taking and considering for the future. In addition, only a very brief job description for the MOS existed prior to DAWIA and very little tracking of the careers of MOS 3044 personnel had been documented; causing the research to rely heavily on responses by the MOS 3044 Marines to the research questionnaires. The questionnaires were also the only method available in attempting to assess the professional attitude and willingness

to pursue further education and training by Marines in the 3044 MOS. Interviews with Air Force personnel and a review of Air Force policy statements on the subject of DAWIA proved quite useful. However, it must be noted that, although the Air Force was able to begin formulating policies concerning its enlisted acquisition workforce the moment the DAWIA was passed, the Air Force is also still in the process of formulating policy. Therefore, very little history exists in either branch of the Service that can help to determine which measures are going to be the most effective concerning enlisted acquisition personnel.

In keeping with the desire to be practical all research was conducted, and suggestions made, based on the currently existing DOD and Marine Corps policies. Additions and changes to the 3044 MOS classification were considered, but the idea of additional acquisition MOSs was not addressed. All research was conducted under the assumption that all of the 3044 billets now in existence are necessary and practical and no attempt was made to determine if individual billets should be deleted or added. The information on tasks performed by 3044 individuals in given 3044 billets was used only as a means of determining the general types of tasks performed by 3044 Marines in each rank E-5 through E-9. Comparisons of tasks performed by MOS 3044 Marines were limited to GS-1102 and GS-1105 series descriptions since those two specialties were the ones most likely to be similar. In addition, only

currently available DOD courses were considered for inclusion into the MOS 3044 requirements; no attempt was made to assess the need for new and different course offerings. The subject of cost was not directly addressed.

The suggestions generated by the study and data analysis concentrated on changes that appeared feasible in terms of indication of need, availability of time and willingness of the Marine Corps to comply.

F. ORGANIZATION OF THE STUDY

Chapter I has provided a brief introduction to the reason for the study, stated the purpose and objectives of the study, explained the direction of the research effort, established the research and subsidiary questions and provided a guide for utilizing the published document.

Chapter II details the background and historical information pertinent to the research topic and provides up to date information on the current status of the topic.

Chapter III outlines the three research methods used and establishes justification for the reason for the use of each type, as well as providing in-depth information on the specifics of the research.

Chapters IV and V presents the data garnered from the survey questionnaires, provides an analysis of each question, notes trends and exceptions and analyzes the overall responses as they apply to professional attitude concerning education

and training, task performance, contingency preparation and overall feelings concerning the 3044 MOS.

Chapter VI draws conclusions concerning the data gathered as it applies to the research questions, answers the principal and subsidiary research questions and provides recommendations for practical changes within the Marine Corps' framework for the 3044 MOS.

G. KEY TERMS

DAWIA - The Defense Acquisition Workforce Improvement Act, Title XII of Public Law 101-510. The specifics of this act are described in the Background Chapter of this thesis.

The following two terms are used by the Marine Corps in a narrower sense than that generally accepted in the contracting and acquisition community.

Purchasing Warrant - This gives the bearer formal authority to conduct informal purchasing and contracting procedures up to the $25K small purchase threshold.

Contracting Warrant - This provides formal authority to the bearer to purchase goods and services in excess of the $25K threshold and includes the right to enter into formal contract agreements with suppliers. The warrant can be unlimited as to dollar amount for each contract or a dollar amount may be specified.

II. BACKGROUND

A. PRE-DEFENSE ACQUISITION WORKFORCE IMPROVEMENT ACT

In the early 1980s, scandalous stories erupted that broadcasted the exorbitant prices that the DOD was paying for many common items. When Sperry Corporation charged the Navy $110 for a four cent part and Pratt and Whitney received $57.52 for a $2.83 engine part, the media was quick to report the excesses, causing a national uproar [Ref. 4:p. 69]. Although the public heard mostly about a few specific instances, these occurrences were only indicators of deeper problems within the DOD acquisition system, problems that the DOD was attempting to identify and correct [Ref. 2:p. 15]. Not surprisingly, these problems had not materialized overnight but were, rather, issues that had been identified, yet not adequately addressed, for decades [Ref. 1:p. 20]. Over the years the problems had become larger and more complex as technology and the defense budget also grew.

1. Prelude to the Packard Commission

At the end of World War II, President Eisenhower recognized the need for an efficient and streamlined DOD that was capable of long range budgeting and planning. Accordingly, he designed a system that provided the framework for the DOD as it is known today [Ref. 2:p. 2]. But this

system has become increasingly complicated and mired in bureaucratic red tape in the years since 1958 [Ref. 5:p. 5]. Following Eisenhower's actions came the Fitzhugh Commission of 1970, the 1972 Commission on Government Procurement and the 1983 Grace Commission Report; all of which commented on the need to improve the quality and professionalism of DOD acquisition personnel [Ref. 6:exec. summary]. Legislation and directives designed to guide the decisions of DOD personnel and to ensure that competent decisions are made have generally served to hamper the decision making abilities of those individuals through extreme micromanagement. This trend was encouraged even more where acquisition personnel were concerned, by the spare parts horror stories of the eighties as the Government struggled to explain those occurrences and attempted to find solutions to the problems. The majority of studies and legislation that followed the uproar focused attention on those individuals assigned as Program Managers for major systems acquisition. Of particular note is Section 1243 of Title XII of Public Law 98-525 that states:

> The tour of duty of an officer of the Armed Forces assigned after the date of the enactment of this Act as a program manager of a major defense acquisition program ... shall be (1) not less than four years, or (2) until completion of a major program milestone. [Ref. 7]

Also noteworthy is Section 924 of Public Law 99-145 that required each military Department to prescribe regulations establishing requirements for the education, training and

experience of any person assigned to duty as the program manager of a major defense acquisition program [Ref. 8].

Other legislation and directives affected, among other things, purchasing policies and procedures and outlined organizational structures for major systems acquisition; yet very little attention was given to the overall capabilities and professionalism of the entire DOD acquisition workforce. [Ref. 1:pp. 19-20]

2. The Packard Commission

In July of 1985, President Ronald Reagan tasked his Blue Ribbon Commission on Defense Management, commonly known as the Packard Commission, to:

> ...study the issues surrounding defense management policies and procedures, including the budget process, the procurement system, legislative oversight, and the organizational and operational arrangements, both formal and informal, among the Office of the Secretary of Defense, the Organization of the Joint Chiefs of Staff, the Unified and Specified Command system, the Military Departments, and the Congress. [Ref. 9:p. 27]

The Commission committed itself to, "...take a broad and searching look at defense issues, and to address the root causes of defense problems". [Ref. 9:p. 2] The Commission intended for its recommendations to address both the problem with overspending on major acquisition systems and the procedures for spare parts procurement [Ref. 2:p. 15].

In both the final and interim reports to the President, the Commission identified several specific problem areas. Included in these were the following items that affected the

abilities of those in the acquisition workforce to do an acceptable job;

- ...actions being prescribed in law and regulation to correct spare parts procurement tend to exacerbate these underlying problems by making acquisition procedures even more inflexible and by removing whatever motivation exists for the exercise of individual judgment. [Ref. 5:p. 5]

- Authority for acquisition execution, and accountability for its results, have become vastly diluted. Program Managers have in effect been deprived of control over programs. They are confronted instead by never-ending bureaucratic obligations for making reports and gaining approvals that bear no relation to program success. [Ref. 2:p. 14]

- Responsibility for acquisition policy has become fragmented. There is today no single senior official in the Office of the Secretary of Defense (OSD) working full-time to provide overall supervision of the acquisition system. [Ref. 2:p. 14]

- Federal law governing procurement has become overwhelmingly complex. Each new statute adopted by Congress has spawned more administrative regulation. As law and regulation have proliferated, defense acquisition has become ever more bureaucratic and encumbered by unproductive layers of management and overstaffing. [Ref. 2:p. 13]

- Recent steps to improve the professionalism of military acquisition personnel have been made within the Department of Defense and reinforced by legislation. The existing civilian personnel management system has not, however, allowed similar improvements in career paths and education for civilian acquisition personnel. [Ref. 2:p. 14]

The Commission summarized its statements by saying:

> In sum, the Commission finds that there is legitimate cause for dissatisfaction with the process by which the Department of Defense and Congress buy military equipment and material. We strongly disagree, however, with the commonly held views of what is wrong and how it must be fixed. The nation's defense programs lose far more to inefficient procedures than to fraud and dishonesty. The truly costly problems are those of overcomplicated

organization and rigid procedure, not avarice or connivance.

Chances for meaningful improvement will come not from more regulation but only with major institutional change. Common sense must be made to prevail alike in the enactments of Congress and the operations of the Department. We must give acquisition personnel more authority to do their jobs. If we make it possible for people to do the right thing the first time and allow them to use their common sense, then we believe that the Department can get by with far fewer people. [Ref. 2:p. 13]

The Commission outlined, among others, the following recommendations to establish unambiguous authority for overall acquisition policy, clear accountability for acquisition execution, and plain lines of command for those with program management responsibilities and to streamline the acquisition process [Ref. 9:p. 16].

- ...we strongly recommend creation by statute of the new position of Under Secretary of Defense (Acquisition) .... This Under Secretary, who should have a solid industrial background, would be a full-time Defense Acquisition Executive. [Ref. 2:p. 16]
- The Army, Navy, and Air Force should each establish a comparable senior position filled by a top-level civilian Presidential appointee. [Ref. 2:p. 16]
- Establishing short, unambiguous lines of authority would streamline the acquisition process and cut through bureaucratic red tape. [Ref. 2:p. 16]
- DOD must be able to attract, retain, and motivate well qualified acquisition personnel .... Federal regulations should establish business-related education and experience criteria for civilian contracting personnel, which will provide a basis for the professionalization of their career paths. Federal law should permit expanded opportunities for the education and training of all civilian acquisition personnel. This is necessary if DOD

is to attract and retain the caliber of people necessary for a quality acquisition program. [Ref. 2:p. 16]

These items represented suggestions for a major change in the Government's attitude toward the acquisition workforce. No longer was the emphasis solely to be placed on program managers but was to be expanded to include the entire civilian acquisition workforce. With its recommendation, the Commission set the stage for broad and sweeping changes in the acquisition workforce through the professionalization of that body.

In one Packard Commission report, the GS-1102 Series is mentioned specifically as being an administrative, rather than a professional, series under Civil Service Title VIII [Ref. 5:p. 29]. The designation itself prohibits the establishment of any business education requirement for the specialty. Therefore, the Commission recommended that the designation be changed and that minimum education and/or experience requirements be set. In addition, the GS-1105 Series was identified as needing upward mobility programs to insure that proper training was indeed being received. Additionally, the Commission recognized the need for a centrally managed and funded program to oversee the compliance with experience, education and training requirements for these, and other, acquisition personnel. [Ref. 5:p. 30]

On April 24, 1986, President Ronald Reagan addressed Congress on the subject of the Packard Commission's

recommendation. The final sentences of his address concluded with:

> The Packard Commission has charted a three-part course for improving our Nation's defense establishment. I have already directed implementation of its recommendations where that can be accomplished through Executive action. In this message, I ask that the Congress enact certain changes in law that will further improve the organization and operation of the Department of Defense. Now, the remaining requirement for reform lies within the Congress itself. [Ref. 9:p. 49]

3. Post-Packard Commission Actions

Congress responded swiftly to the President's challenge by initiating legislation that would implement many of the Packard Commission's recommendations. First among these was the passing of Public Law 99-348, the Military Retirement Reform Act of 1986, which established the Under Secretary of Defense (Acquisition) (USD(A)) as a Level II position [Ref. 10:p. 12]. This was soon followed by Public Law 99-433, the Goldwater-Nichols Department of Defense Reorganization Act of 1986, which designated the USD(A)'s position as being within OSD and set a 24 college credit hour requirement for GS-1102 Series employees [Ref. 10:p. 12]. Finally Public Law 99-661, the National Defense Authorization Act for Fiscal Year 1987, was passed which defined the duties, responsibilities, and authority of the USD(A) [Ref. 10:p. 12]. Among these was the responsibility to "Set policy for ... training and career development of acquisition personnel". [Ref. 11:p. 8] In addition, Title 5 U. S. C. Section 4107 was modified to

reflect these changes and the role of the Defense Systems Management College (DSMC) was expanded to properly direct, support and coordinate the education and training of the acquisition workforce [Ref. 1:p. 20].

In the time between 1987 and 1990, the General Accounting Office (GAO) published three studies that dealt with the progress that was being made in implementation of the Packard Commission recommendations. In November 1988, the status of each recommendation was investigated and commented on in the report titled, Status of Recommendations by Blue Ribbon Commission on Defense Management [Ref. 12]. For those specific subjects listed earlier in this report, the following status was given:

- The position of USD(A) had been created and was currently filled. [Ref. 12:pp. 29-32]
- Each branch of the service had appointed a senior official to oversee acquisition matters. However, only the Air Force had created a full-time position for that purpose. [Ref. 12:pp. 33-34]
- A draft of legislation to recodify all federal statutes governing procurement into a single government-wide procurement statute was under way but not yet completed. [Ref. 12:p. 38]
- Some progress had been made concerning the improvement of the acquisition workforce via Public Law 99-661, mentioned earlier. [Ref. 12:p. 39-42]

In 1989, the GAO published another document that assessed the attempt to streamline the DOD acquisition system.

Although the report stated that many steps had been taken, it also reported that:

> None of the services' approaches were fully consistent with the intent of the Commissions's recommendations, nor did they fully achieve the streamlining objectives of (1) creating short, unambiguous chains of command, (2) decentralizing program execution by increasing the authority and responsibility of program managers, (3) reducing the number of report layers and review, and (4) reducing the number of acquisition personnel. [Ref. 10:p. 19]

These observations were said to hold true for each of the Services in varying degrees. The report also stated that "DOD needed additional efforts to fully implement the Packard Commission's reforms" [Ref. 10:p. 19].

A 1990 GAO report concentrated on the position of USD(A) by reviewing the original charter outlining the position and a document created two years later that specified changes as deemed necessary [Ref. 11]. Each of these three reports supported the fact that the Government was indeed attempting to initiate and follow through on the recommendations of the Packard Commission in an attempt to improve the DOD acquisition system. During this time the DOD had begun the formulation of several directives and instructions aimed at increasing the competency of the system.

In 1990 Congress tasked the House Armed Service Committee (HASC) with an exhaustive study of the DOD acquisition workforce. The stated purpose of the report contained the following:

> It is clear ... that there is no lack of statutory, executive order and outside expert identification of problems and recommended changes that should be pursued to improve the quality and professionalism of the acquisition workforce. Yet despite these continued calls for improvement and the obvious changes made in the recent past, few are convinced that enough has been done. New and varied proposals to change the organization or character of the acquisition workforce have been espoused with increasing frequency.
>
> Before considering the adoption of any of these proposals, the Committee on Armed Services believed that it was crucial to conduct an in-depth analysis of the state of the acquisition workforce and any trends that may be evident. Without such an assessment it is virtually impossible to determine cause and effect - hence to determine with any certainty that proposed solutions to this problem will bring about the desired result.
>
> Thus, the objective of this report is to assess the qualifications and professionalism of the acquisition workforce - both present and past, military and civilian; to review the efforts of the Department of Defense and the Military Departments to establish and manage the career development of that workforce; and, where appropriate, provide recommendations for improving the quality and professionalism of that workforce. [Ref. 6:p. 65]

This study was indeed exhaustive in nature and covered virtually all aspects of the acquisition workforce; levels of education, civilian/military mix, length of employment, and training. It was determined that changes could indeed be made to better this group. In addition, testimony before the House served to supplement and confirm these data. Much of the impetus for legislation came from Congressman Nicholas Mavroules of Massachusetts who chaired several panels and subcommittees of the HASC at different times during his period in office and who participated in two hearings on the subject of Defense Management in 1990. In opening a hearing on March 28, 1990, he stated:

> We need to pay more attention to the people in the acquisition field. We need to train them better. We need to pay more attention to their career paths. We need to prepare them as professionals and then we need to respect them as professionals. This is the goal we are pursuing. [Ref. 1:p. 53]

Armed with the knowledge that change was needed, the recommendations of the Packard Commission and the results of the 1990 study and testimony, Congress began to draft the first legislation to ever deal exclusively with the professionalization of the acquisition workforce.

B. THE DEFENSE ACQUISITION WORKFORCE IMPROVEMENT ACT

On November 5, 1990, Congress passed Public Law 101-510; commonly known as the Defense Aquisition Workforce Improvement Act, otherwise known as DAWIA. A primary emphasis in DAWIA is on increased education, training, and qualification requirements [Ref. 1:p. 52]. The intended policy outcome of DAWIA was to:

> ...create a body of well-educated , trained, and dedicated acquisition professionals. .... The effect of this legislation will be to develop an expert acquisition workforce with distinctive career paths from entry to the most senior levels. [Ref. 1:p. 53]

In implementing P.L. 101-510 the DOD designated six functional groups within the defense management workforce. They are: (1) acquisition management, (2) science and engineering, (3) acquisition logistics, (4) production and quality assurance, (5) business, cost estimating and financial

management, and (6) procurement and contracting. Because those personnel involved in procurement and contracting are, by the very nature of their jobs, committing Government funds to private businesses and industry, they are understandably an important part of the acquisition picture.

While the DAWIA outlines specific requirements for the training, experience and educational requirements for all GS Series involved with purchasing and contracting, it also emphasizes the need for improving the quality and professionalism of all personnel involved in the acquisition process, both civilian and military. The DOD, subsequently, has responded by publishing a manual in November 1991 entitled Career Development Program For Acquisition Personnel. It divides the GS-1105 Purchasing Series into Levels I, II and III. This series is considered to be predominately small purchase oriented; with the sum of $25K being considered the upper limit in most cases. Level I requires completion of the Defense Small Purchase course and desires, but does not require, one year in the purchasing career field and sixty four semester hours of undergraduate work. Level II requires one year of current and progressively responsible experience in the field and desires sixty four semester hours of undergraduate work, with emphasis in business. Level III requires three years of progressively responsible experience and the Defense Small Purchase Advanced Course as well as recommends sixty four semester hours of undergraduate work,

with emphasis in business. [Ref. 3:Sec B2-3] The manual also addresses mandatory and desired requirements for the GS-1102 Contracting Series. Level I requires one year of acquisition experience, the Management of Defense Acquisition Contracts Basic Course and the Principles of Contract Pricing Course and eventually will require a baccalaureate degree, or 24 semester hours in business specified subjects, or the passing of an equivalency exam. Level II requires two years of appropriate experience, the same degree requirements as level I, the Government Contract Law Course, Management of Defense Acquisition Contracts Course, Advanced Contract Administration Course, Quantitative Techniques for Cost/Price Analysis Course and Defense Contracting for Information Resources Course, as well as desiring an additional two years of contracting experience, the undertaking of graduate courses in appropriate areas of study and the Systems Acquisition for Contracting Personnel Course. Appendix I contains charts of the career path requirements for these Series as they appear in the November 1991 DOD manual. Level III can only be held by commissioned officers of 0-4 or higher or GS/GM13s and above and is not relevant to this study. These requirements are all quite specific in nature and attest to the intent of DAWIA to make definitive strides in increasing the proficiency and professionalism of the acquisition workforce through education and training.

The need for specific career paths for acquisition personnel is acknowledged in Section 1722, which states:

> The Secretary of Defense, acting through the Under Secretary of Defense for Acquisition, shall insure that appropriate career paths for civilian and military personnel who wish to pursue careers in acquisition are identified in terms of the education, training, experience, and assignments necessary for career progression of civilians and members of the armed forces to the most senior acquisition positions. [Ref. 13:Sec 1722(1)(a)]

In many instances, DAWIA states requirements for the qualifications of military officers who are filling acquisition billets and outlines specific offices and positions that must be created by each military Department. Although civilian employees will be utilized in the majority of acquisition positions there will presumably be situations in which military personnel must be used for operational and deployment purposes. DAWIA acknowledges this fact in Section 1722 where it states;

> The Secretary shall establish a policy permitting a particular acquisition position to be specified as available only to members of the armed forces if a determination is made, under criteria specified in the policy, that a member of the armed forces is required for that position, by law, is essential for performance of the duties of the position, or is necessary for another compelling reason. [Ref. 13:Sec 1722(2)(A)]

In November 1991, the DOD issued a manual entitled Career Development Program For Acquisition Personnel that was a result of DOD Directive 5000.52, "Defense Acquisition Education, Training, and Career Development Program" [Ref. 3]. In the foreword, the manual states that it applies to military

officers and enlisted and civilian personnel occupying acquisition programs within the DOD [Ref. 3:p. i]. It is again important to note that, while DAWIA does not specifically address the issue of enlisted acquisition personnel by outlining specific entrance, training and education requirements; the intent of the legislation is to increase the efficiency and professionalism of the entire DOD acquisition workforce. DAWIA sets forth education and work experience requirements for commissioned officers within the acquisition and contracting field and provides very specific requirements for all aspects of qualification, training, education and career path development for civil service employees in the GS-1105 Purchasing Series and GS-1102 Contracting Series, among others. In order to insure an increase in professionalism and competence of the entire acquisition workforce, a need exists to address the specific needs of enlisted acquisition personnel.

C. THE ENLISTED ACQUISITION WORKFORCE

DAWIA is being implemented simultaneously by all Services. However, there will understandably be distinct differences in the application of the legislation by each. The Marine Corps program is being developed by the Marine Corps Systems Command (SYSCOM) at the Marine Corps Combat Research and Development Command (MCCRDC) but will fall under the jurisdiction of the Assistant Secretary of the Navy for Research, Development and

Acquisition (ASN(RDA)). The ASN has appointed a Director of Acquisition Career Management (DACM) to oversee the efforts of those tasked with implementing DAWIA. [Ref. 14:p. 3] One major difference that must be addressed when considering the implementation of career path development and education and training is the fact that only the Marine Corps and Air Force have enlisted personnel in acquisition and contracting specialties. Therefore, while the Navy is the ultimate authority over Marine Corps policies in this area, they will presumably not be able to provide as great an amount of guidance as could otherwise be expected. Although there are significant differences in the procurement and contracting needs of the Air Force as compared to the Marine Corps, the Air Force program can be used as a guide for the Marine Corps as DAIWA is implemented.

1. Air Force Implementation

The Air Force has been active in the professional development of all of its acquisition personnel for over forty years [Ref. 15:p.,3]. As soon as DAWIA was passed, the Air Force established a new high-level Pentagon working group to improve the quality of the Air Force acquisition workforce. [Ref. 15:p. 4]

Airmen enter the acquisition field immediately upon becoming an E-1. Personnel are expected to meet minimum score requirements on standardized tests for admission into

the field. The Management of Defense Acquisition Contracts (Basic)(8D-4320) course is provided as soon as possible after graduation from basic training. The accompanying advanced (8D-F12) course is taken by the time an airman becomes an E-3.

It is currently Air Force policy to classify all enlisted acquisition personnel as equivalent to the GS-1102 series. This allows for the issuing of warrants above the $25K small purchase threshold when needed and assures seats for training courses. E-1 through E-4 are classified as Level I and E-5 through E-9 as Level II. [Ref. 16]

During the first quarter of 1992 the Air Force published two memoranda that provided instructions to civilian and military acquisition personnel concerning the need for certification to whichever 1102 Level was commensurate with each person's education and training and outlined the procedure for applying for certification. The goal is that all enlisted acquisition personnel will be certified and meet all the requirements of their civilian counterparts. In one of the memoranda just mentioned, it is stated that, "... certification of all acquisition personnel is of increased importance." [Ref. 17:p. 2] In addition, each acquisition billet has been classified by DAWIA level to insure that a candidate for assignment for a particular billet is qualified to fill it. In the Air Force, E-5 through E-9 personnel routinely hold contracting warrants in excess of the $25K small purchase threshold. Although there is not a day-to-day

need for all of these airmen to be qualified to hold warrants; the Air Force ascribes to the belief that contingency planning for unpredictable circumstances, such as rapid deployment, should be built into the system. This outlook proved to be quite beneficial to the Air Force during Operation Desert Storm, when the flexibility of being able to issue warrants to a great many qualified airmen prevented the Air Force from experiencing a wartime manpower shortage [Ref. 15:p. 3].

Personnel at pay grade E-6 and above are routinely used in non-major formal contracting acquisitions to gain experience in formal contracting [Ref. 18]. In addition, warrants up to $200,000 are routinely issued to senior enlisted personnel in the Air Force. The Air Force firmly believes in training its acquisition people to the qualifications of their next higher supervisor before they go to a billet [Ref. 18]. This ensures an increasingly trained and professional workforce. In addition, the Air Force has designed a data base system that tracks an individual career development plan for each of its 1400 acquisition airmen. Upon arriving at a new duty station, the plan is reviewed by the airman and his supervisor and a schedule of training and education is designed for the duration of his stay at that particular base [Ref. 18]. Off-duty education is encouraged among Air Force personnel. This attitude is reflected in the fact that 21% of the 1400 enlisted acquisition personnel have bachelors degrees.

In summary, the Air Force is exhibiting an attitude of desiring to comply fully with the intent and specifics of DAWIA by creating practical and clear guidelines for the development of acquisition careers within the Service.

2. Marine Corps Implementation

The Marine Corps enlisted acquisition corps consists of 110 members. Managing any type of program for a relatively small group holds its own type of challenges; administration and tracking are relatively easy but it is difficult to ensure that each member receives a varied and challenging schedule of assignments.

Entrance to the field generally is granted to E-5s although exceptions have been made from time to time that allowed E-4s to qualify for and enter the field; and in many instances E-6s are accepted. Prior to entrance the applicant must complete the basic course, possess a General Competency Test (GCT) score of at least 110 and be interviewed by a contracting officer [Ref. 19:p. 3-172]. Following assignment to a billet, and in subsequent billets, the new 3044 is expected to attend several training courses. Prior to DAWIA, the Marine Corps established the following formal training requirements for 3044s. Each course was to be completed following promotion to the corresponding pay grade [Ref. 19: amendment];

RANK	COURSE
Sergeant E-5	Contracting Specialist
Staff Sergeant E-6	Contract Administration Base Contract Law
Gunnery Sergeant E-7	None
Master Sergeant E-8	Contract Placement Base Level Pricing and Quality Assurance
Master Gunnery E-9 Sergeant	None

These courses are to be scheduled and funded by the individual commands to which each 3044 is assigned, and is done so at the discretion of the commands. To date, no central tracking or scheduling system is in place to ensure that training requirements are met.

In addition to requiring these courses, the Marine Corps MOS manual gives the following job description for 3044 Marines:

> Purchasing and contracting specialists perform various duties incident to the acquisition of supplies and nonpersonal services purchased via open market from commercial and Government sources. [Ref. 19:pp. 3-171]

It is important to note that no specific job functions are listed and that there is no differentiation concerning the types of tasks performed by personnel of each rank. In short, the manual is too brief and general to allow for career and professional development.

The Marine Corps currently does not have a procedure for assessing and recording the work experience of its 3044s.

Billets are assigned by rank only - with no consideration for experience or task requirements. An E-6 recently inducted into the MOS is required to fill an E-6 billet regardless of the fact that many E-5s junior to him have more experience. With this in mind, it also follows that there is not an established career planning system for MOS 3044 Marines; one that will continue to offer them additional training and new and challenging work situations.

The preponderance of work done by 3044s, and by the Marine Corps as a whole, falls under the small purchase designation [Ref. 20]. Occasionally E-7s, E-8s or E-9s are given contracting warrants. When contingency situations arise and warrants must be issued, the situation is considered "an aberration from the norm" and is handled on a case-by-case basis [Ref. 20]. Under normal operating conditions it would appear that this practice is workable. However, during Operation Desert Storm, the MOS sponsors (Code LBO) found themselves searching for qualified Marines to whom warrants could be issued and who were not already filling critical billets elsewhere [Ref. 21]. Early in the conflict, a civilian was sent to Saudi Arabia because neither a suitable enlisted Marine nor Officer could be produced [Ref. 21]. During Desert Storm, many of the 3044s authorized to make small purchases required the ability to exceed this threshold. A message had to be sent in each case requesting permission to raise the individual's threshold. Finally, the DOD elevated

the small purchase threshold to $100K to alleviate this problem. In addition, many 3044s were required to write and execute formal contracts during their deployment. This had to be done regardless of the Marine's training or experience.

The Marine Corps personnel involved with the implementation of DAWIA acknowledge that much remains to be done. It has taken some time for them to obtain the authority to begin investigating the current status of the MOS and to assess possible changes.

Following the passage of the DAWIA, the Marine Corps was forced to take a "wait and see" attitude concerning the implementation of that law for the 3044 MOS. As stated earlier, the Marine Corps program for the implementation will be overseen by the Navy DACM. The Assistant Commandant of the Marine Corps (ACMC) has been identified as the person responsible for overseeing the Marine Corps implementation of the legislation. The ACMC, in turn, has appointed Mr. J. L. Crivella, who is located at Systems Command (SYSCOM), as the Director of Marine Corps Acquisition Workforce Management and has tasked him with the implementation of DAWIA. Only recently has the Marine Corps been able to convince the DACM that the 3044 field should be included as a part of the professional acquisition corps.

Clearly, there is much that the Marine Corps could do to enhance the quality of its MOS 3044 Marines and comply with the intent of DAWIA. As stated earlier, efforts are now under

way to determine the best paths for achieving these goals. One effort is a survey being conducted by HQMC (Code LBO) and SYSCOM to document the training and experience levels of all 3044 Marines. For the time being, all 3044 billets have been classified as 1105 equivalent due to the predominately small purchase profile of the Marine Corps acquisition system. This will remain in effect until such time as additional classifications are shown to be necessary.

Although the Marine Corps has lost a considerable amount of time in applying DAWIA to the 3044 MOS, it should, with extreme effort, be able to have implementation underway by the October 1993 deadline. The Marine Corps is demonstrating a willingness to comply with the legislation and is displaying an open-minded attitude towards suggestions for change [Ref. 16, Ref. 22].

D. SUMMARY

The mandate for change necessitated by historical problems and addressed by the Packard Commission will involve all facets of the DOD acquisition system. DAWIA itself requires specific changes in the profile of the DOD acquisition workforce. Indeed, its intent is to cause all personnel within this workforce to become as efficient and competent as is possible through the use of effective entrance, education and training requirements. Included in the workforce are the enlisted acquisition personnel in the Air Force and the Marine

Corps. Due to its large budget and comparatively large number of forces, the Air Force has had a more sophisticated program for tracking and developing its acquisition personnel. DAWIA implementation was, therefore, able to begin immediately following the passing of P.L. 101-510. Several aspects of the Air Force's approach could be useful to the Marine Corps, who is not as prepared for the professionalization of a workforce as the Air Force, but is demonstrating a willingness and desire to comply with the legislation. The collection of data that will assure an understanding of the law and related topics and the formation of a data base on the daily work requirements and backgrounds of the Marine Corps' enlisted acquisition workforce, the MOS 3044 Marines, is essential. The next chapter explains the methods used in researching these items for this thesis as the task of providing useful information to HQMC (Code LBO) is undertaken.

III. METHODOLOGIES

A. RESEARCH METHODOLOGY

The collection of data, an essential part of any research effort, must be executed with extreme care and attention to detail in order to insure that the facts presented are accurate as well as useful. Although there are occasions when all of the data gathered are archival in nature, more often some of the data must be gathered by using opinion research. This type of research can never be completely void of systematic biases [Ref. 23:p. 44]. This study was primarily inductive in nature because it seeks to find facts that can be applied to a particular problem. It covers an area for which the Marine Corps has yet to formalize guidelines. Therefore, much of the fact finding had to involve the opinions of those who had the most experience in the area and who will be most affected by DAWIA and the way in which the Marine Corps chooses to approach its implementation. While opinion research, in the form of personal interviews and survey questions, was indeed used in the researching of the thesis topic, it was supplemented and confirmed by archival research as much as possible. This was done to provide as balanced, objective and comprehensive coverage of the topic as could be made possible.

Each of the three methods listed above; interviews, survey questions and a literature search (archival research) will be covered in detail in the following sections. An explanation of the specific usages of each will be given, along with a justification for the usage of each method.

1. Literature Search

The literature search served several purposes. Historical information was gathered to determine what steps had been taken in the past by the Government to insure the competency of the DOD acquisition workforce, to provide an understanding of why DAWIA was enacted and to ascertain what it is expected to accomplish in the future. Of particular worth was a report by the President's Blue Ribbon Commission on Defense Management, commonly known as the Packard Commission, that analyzed past DOD practices and problems concerning the acquisition workforce and made suggestions for many of the innovative and sweeping changes that later appeared in DAWIA. [Ref. 5]

DAWIA itself was thoroughly examined to insure a proper understanding of its requirements and its intent. In addition, several articles written by contracting professionals that appeared in trade magazines were consulted for the same reason. Reports from the General Accounting Office (GAO) and applicable Congressional documents were used for historical information as well as to determine the

progress that DOD is making in its implementation of DAWIA. The Marine Corps MOS Manual was consulted to ascertain the current entrance and training requirements for 3044 Marines. Air Force documents that explained the post-DAWIA actions of that military branch were consulted to provide a comparison. The DOD's ACE Course Catalog for FY 92 was consulted for a listing and description of the courses available. The DOD's Career Development Program For Acquisition Personnel manual and the Position Classification Standards from the Factor Evaluation System from The United States Office of Personnel Management were consulted to determine the experience, education and training requirements for Levels I and II of the GS-1102 Series and Levels I, II and III of the GS-1105 Series civilian employees as set forth by the new legislation. It was also useful in documenting functions performed by those personnel. Appendix I contains a listing of education and training requirements for these two GS series. This information was used to compare the tasks executed by MOS 3044 Marines to those performed by the civilian purchasing and contracting specialists as explained in the next chapter.

By its very nature, this research method provided the most assessably accurate data and was integral to the construction of the survey and interview questions as well as the final analysis of the data.

2. Interviews

Personal interviews were conducted with those civilian and military personnel involved in the implementation of DAWIA for the Marine Corps and the Air Force. They were, by name and position:

- Mr. J. L. Crivella; Director of Marine Corps Acquisition Workforce Management, Marine Corps Systems Command
- Ms. Susan Moriarty; Manager of Marine Corps Acquisition Training Program, Marine Corps Systems Command
- Mr. Paul DiRenzo; Director of Field Contracting Services, HQMC (Code LBO)
- Mr. James Lee; Head of Price and Cost Analysis Section, HQMC (Code LBO)
- Ms. Mary Mann; Director of Air Force Career Management Section, The Pentagon
- SMSGT David Williams, USAF; Head of Air Force Enlisted Career Management, The Pentagon
- Major Eric Hodges, USAF; Director of Acquisition Contracts Training, Lowry AFB, Colorado
- Mr. Bob Jausso; Enlisted Education Program Administration, ACE Office, Randolph AFB, Texas

During these interviews, questions were asked of those personnel associated with the Marine Corps about past policy concerning the 3044 MOS, what current criteria were now in use and how background, training and education for these Marines is tracked. Much time was spent discussing possible approaches to further DAWIA implementation and which changes were feasible. Personnel associated with the Air Force were questioned about the implementation of DAWIA by the Air Force.

Great care was taken to accurately record the facts and to establish justification for personal opinions. Opinions were only considered when they appeared to be extremely relevant.

3. Survey questionnaires

The backbone of research for this thesis was the use of survey questionnaires mailed to the MOS 3044 Marines and their 9656 supervisors. DAWIA emphasizes the importance of adequate education and training for acquisition personnel to ensure efficient job performance by creating a competent, professional workforce. As the Marine Corps begins to formalize changes in entrance, training and educational requirements for the 3044 MOS to comply with the intent of DAWIA, it follows that care must be taken to insure that the appropriate courses are offered to each rank to prepare the members of that group for the tasks that they will be required to perform.

As stated earlier, a job description, by rank, for the 3044 MOS does not exist; nor does any concrete information on the types of tasks actually being performed by 3044s. Unless this information is known, it is impossible to tailor a training schedule for each of the ranks within the 3044 MOS. Likewise, entrance and education requirements cannot be set. The current training requirements consist of one entrance course in defense small purchases and six subsequent courses that cover the basics of contracting and purchasing. These

are pre-DAWIA requirements and are not necessarily DAWIA certified courses.

In light of the lack of useful information, questionnaires were the most direct method of determining the tasks actually being performed by the 3044 Marines as well as to assess their attitudes about entrance, education and training.

There is an old adage that goes "You can lead a horse to water, but you can't make him drink". Nowhere is this more true than when trying to increase the number of training and education requirements on someone who does not perceive these additions to be necessary. In light of this truth of human nature, several questions were asked to determine the 3044s assessment of the need for increased education requirements for entry into the field and their perceived need for, and willingness to participate in, additional training and education requirements as may be needed for promotion. Without the cooperation of the 3044s, change would indeed be realized very slowly. It must also be acknowledged that there are only 24 hours in one day. Therefore it was important to ask questions designed to determine if the 3044s had time for off duty education and if their job functions could be covered if they participated in training and education during duty hours. These same questions regarding attitude, willingness and time considerations were asked of the MOS 9656 Marines in the hopes of confirming the enlisted answers and of providing

evidence of a consistently professional attitude within the acquisition corps.

The following table groups the survey questions according to general area of concern and gives a brief justification/explanation for each group. Appendix II consists of copies of the 3044 and 9656 surveys.

3044 QUESTIONNAIRE

QUESTION #	PURPOSE
1-6	To assess compliance with entrance and training requirements, provide information on educational and professional background.
7-8	To document job satisfaction and adequacy or inadequacy of training.
9	To determine if the small purchase threshold is routinely being exceeded by issuing warrants above the $25K limit.
10-12	To assess the participants' opinions on the need for college training before entering the field.
14, 15, 18-21	To assess the participants' willingness to pursue further education and training.
13, 17, 22	To determine if time is available for the 3044s to pursue on/off duty instruction.
16	To determine if the 3044s perceive a need for further training.
23-29	A listing of the basic tasks performed by GS-1105 Series employees.
30-59	A listing of the basic tasks performed by Level I and II GS-1102 Series employees.
60-66	A variety of questions applicable only to those participants who were deployed during Desert Storm to determine what contingency

factors the Marine Corps should be training for in terms of purchasing and contracting.

9656 QUESTIONNAIRE

QUESTION #	PURPOSE
1-6	General professional information
1-9	To assess the participants' opinions of the need for college training before entering the field.
10, 21	To determine if time is available for the 3044s to pursue on/off duty instruction.
11-14, 20	To gain an opinion about the attitudes towards and degree of participation in on/off duty education by 3044 Marines.
15-18, 24	To assess the general preparedness of the 3044s for the tasks they are asked to perform.
19	To determine if the MOS 3044 Marines could handle increased job responsibilities.
22-23	To gain a comparison of 3044 functions to GS-1102 and GS-1105 functions by 9656s who deal with each of these specialties.
24-25	To garner suggestions for possible approaches that the Marine Corps could be taking to better prepare 3044s for both normal operating and contingency situations.

Many of the questions provided the participants with a choice of responses such as Strongly Disagree to Strongly Agree, in order to assess the degree of their feelings for each question. Chapters IV and V of this thesis tabulate the results of these surveys and provide further insight into how

the answers can be applied to suggesting changes in the entrance, education and training for MOS 3044 Marines.

B. METHODS OF ANALYSIS

Several different factors had to be considered when analyzing the survey returns and while making recommendations for the role of the 3044s in the age of DAWIA. Certainly, of primary importance was the assessment of the tasks performed by the MOS 3044 Marines. If many of the tasks specified in the questionnaires were indeed being performed by the 3044s, these tasks had to be correlated to two areas: 1) a comparison of those tasks performed by GS-1102 and GS-1105 Series employees, and 2) the current training requirements for MOS 3044 Marines. Because the current requirements were somewhat structured by rank, it was important to break down the results by rank where applicable. In this manner, it could be determined if a reclassification to a GS-1105 or GS-1102 equivalency was warranted and to what ranks each of the GS Levels should correspond. It would then be easy to adapt the education and training requirements for the appropriate GS Series to the rank structure. If a full reclassification was not warranted, the tasks performed at particular GS Levels for the 1102s and 1105s could still be used to determine which of the courses that were required of the civilians would also benefit the MOS 3044 Marines.

Therefore, when mathematical methods were applied to the questions regarding task performance to determine the average amount of time, if any, the Marines spent on a given task, the calculations were done on a rank by rank basis and comprehensively for the group.

For the questions regarding the need for further entrance, training and education requirements; willingness to pursue further education; amount of time available for instruction and job satisfaction analysis by rank was not considered necessary. Rather, the total results for each question and topical group of questions were tabulated and reported by percentages. This approach provides an adequate feel for the feasibility of implementing changes and for the overall potential for professional development within the MOS.

The ideal result of the data analysis would be one in which all of the respondents believed that there was a need for enhanced education, training and entrance requirements; had the time to receive further instruction and were willing to do so. Since this extreme was not likely, the percentage of responses for each of the five response choices was calculated. A majority of the responses would have to fall into the first and second or fourth and fifth categories to be considered valid. The third, or middle choice was always neutral. These responses to all of these questions were then looked at as a whole in order to assess the professional attitude of the survey group.

In the area of task performance, the ideal situation would have been the discovery that the majority of 3044s are performing all of the tasks of one of the GS Series studied. Again, as wonderful as that situation would have been, it was highly unlikely. The degree of responsibility, and thus the types of tasks performed, varies greatly by billet, rather than by rank, in the Marine Corps. Therefore, the correlation of tasks performed to rank and to necessary education was expected to be a nebulous task. Each question was evaluated using mathematical means to determine the average response, as a survey group and by rank. An attempt was then made to identify trends, patterns and common features that could warrant changes in training and educational requirements. Ultimately, the final evaluation of the data, and the decision to make changes, has to be left to the personnel responsible for implementing DAWIA for the Marine Corps. This paper limited itself to correlating tasks performed with the education and training necessary to performing those tasks efficiently and to making only broad suggestions as to correlation with the two GS Series and to changes in the MOS manual.

C. SUMMARY

The three prong approach used in the research promised the most comprehensive coverage of the thesis topic. A literature search and personal interviews provided background data and

current information on the topic. The survey questionnaires provided information on areas for which little hard data existed, such as task performance and education/training backgrounds of the MOS 3044 Marines. In addition, the surveys helped to assess the somewhat intangible area of the professional attitudes of the respondents by questioning their willingness to undergo additional education and training. It also provided some indication of the need for, and feasibility of, possible changes in the MOS requirements.

The following chapter presents the data generated by the survey questionnaires and provides an analysis of the same.

IV. 3044 SURVEYS: DATA PRESENTATION AND ANALYSIS

A. SUMMARY AND ANALYSIS OF QUESTIONS 1-9

1. Summary

A total of 110 surveys were mailed to Marines in the 3044 MOS. Sixty completed surveys were returned in the mail, producing a response rate of 54.5%. The first eight questions were designed to create a research profile of the survey group. The questions are available for review in Appendix III and are summarized in this section.

By far the largest rank group represented were the E-5s, as was to be expected. The number of respondents, by rank, is illustrated in Table 1.

TABLE 1

CPL	SGT	SSGT	GYSGT	MSGT	MGYSGT
1	29	17	9	4	0

There are two E-9s in the 3044 MOS. One responded as a 9656 and the other did not respond.

The survey revealed an average time in service of 10.37 years with an average of 5.83 years spent in the 3044 MOS. Previous primary MOSs included 3043 (58.3%), 3081 (8.33%) and seventeen other backgrounds. While the overall tenure in the field provides some assurance of competency, the previous MOS information indicates that the Marine Corps is prone to

waiving the 3043 MOS requirement for entry into the 3044 field.

The majority of respondents (62%) had attended the Basic Defense Small Purchase Course required for entry into the field. However, because this is an entry requirement there is some cause for concern over the forty percent of 3044s who have not attended the course. None of the respondents had completed all of the required training courses. The data were distributed as illustrated in Table 2.

TABLE 2

COURSE	3044S ATTENDED	% 3044S ATTENDED
Defense Small Purchase	37	62
Contract Specialist	44	75
Contract Administration	21	33
Base Contract Law	19	32
Contract Placement	11	18
Base Level Pricing and Quality Assurance	18	30

It is noteworthy that only two of the courses had been attended with any regularity, less than half of the current 3044s had been given the opportunity to attend the other four courses.

On the subject of general educational background, it was revealed that 96.74% of the applicants have a high school diploma, 66% have one or more years of college and 26.6% have two or more years of college. Three of the respondents hold bachelors' degrees in Business related majors.

When asked to specify, in question #7, whether any additional training would be beneficial; 37 respondents said yes and 10 said no; the remainder did not directly answer the question. The comments accompanying these responses were varied; however, requests for more training in formal contracting and better, more timely, access to the currently required courses were recurring themes. One comment stated:

> More training would be beneficial if training were done early in a contracting career. Currently, MOS training is done every couple of years. By the time the school seat becomes available (2-3 years) the Marine is preparing to retire.

Another response said," insufficient amount of school seats for timely training in formal schools required." Also emphasized was the need for supply training and experience, which attests to the fact that the lack of an MOS 3043 background does affect job preparedness. One E-5 stated, " I feel that a supply background is imperative as you have supply system experience that I find directly applicable to procurement." There were several requests for basic classes in typing and computer skills. Appendix III contains a transcription of all of the responses received for this question.

Question #8 asked if the Marines were generally happy with the 3044 MOS. Nearly sixty two percent answered yes and 38.3% responded in the negative. The overriding reasons given for discontent were an inability to obtain school seats, the slow promotion rate, promotion without regard to MOS experience, the lack of consistency between contracting offices at different locations and the presence of civilians. Appendix III contains a transcription of the responses received to this question.

Question #9 revealed that 78.33% of the respondents had never held a contracting warrant. However, the majority of Marines do hold warrants when they reach the ranks of E-7 (37.5%) and E-8(100%).

2. Analysis

The responses to this set of questions revealed a fairly young and highly motivated group of individuals who appear to have put considerable time and effort into choosing this MOS and attempting to be proficient in it.

It was not permissible to ask the GCT scores of the respondents and, therefore, it is not known if the Marine Corps is observing a strict adherence to this requirement. There are, quite obviously, serious deficits in fulfilling two of the major requirements for this field. These are the requirement for a prior 3043 MOS, which would provide a solid supply background, and the failure of the Marine Corps to

provide MOS 3044s with the opportunity to attend the required training courses. The fact that nearly 40% of the respondents have not taken the Defense Small Purchase Course required for entrance into the field raises obvious questions about the Marine Corps' overall attitude towards this MOS and creates doubts about the qualifications of current MOS 3044s. In order to professionalize a group, the potential, in terms of aptitude and abilities, must be present. The ongoing requirements to cut military force numbers should cause the overall aptitude of the enlisted force to go up, en masse, as only the top applicants need to be accepted into the Service. This, in time, should ensure that a pool of qualified individuals exist from which to choose MOS 3044 trainees, if finding such individuals is currently a problem. Whatever the reasons behind these failures, the Marine Corps appears to be letting the decision on who to admit into the field rest heavily on the interviewing officer and not on entrance requirements. Additionally, the Marine Corps seems to be allowing on the job training to substitute frequently for formal training. The reasons for the inability to attend schools was not investigated directly, but comments indicated a perception that training MOS 3044s was not a priority for the individual commands who must fund these courses. This problem is possibly also being compounded by the lack of coordination between SYSCOM, who assigns the seats, and the commands who fund attendance; as course seats may not be

available when funds are released. It is difficult to accurately suggest additional training courses for the professionalization of the MOS 3044 workforce when the current requirements are not being met. One MOS 3044 put this idea quite well when he responded to question number seven by saying,

> We have a hard time getting school seats for the schools listed above. So I won't be able to know (what else is needed) until I'm able to attend some of the schools.

It is to the credit of the respondents that many recognized the need for a supply background and formal training. The lack of these basic tools could be a contributor to the fact that nearly 40% of the respondents are unhappy with the MOS. Presumably, the Marine Corps is leading these Marines to believe that entrance into the field is a significant accomplishment. It is not surprising that discontent occurs when the Marines find themselves inserted into a billet for which the necessary formal training has not been provided or that fails to challenge them, as many indicated.

Subsequently, the Marines do not find their careers to be "on-track" and expressed concern over the method and rate of promotions. Promotions are a concern to any military member, and particularly so to those who have dedicated the necessary number of years and required amount of effort to make it to E-5 and into a select field. Most of these Marines are at least considering a military career, if they are not already wholly

dedicated to it. This is particularly important to E-5s in light of the fact that E-6 must be attained before the thirteenth year of enlistment to remain on active duty. Because they have not received adequate training, and due to the fact that billet requirements are so varied, these individuals have no measuring device with which to compare themselves to their peers at promotion time. The fact that E-4s, E-5s and E-6s are all being admitted into the field tends to accentuate this problem. MOS 3044 Marines who entered the field as junior E-5s see challenging billets and upward mobility hampered by E-6s who enter the field and who are soon promoted to E-7. Thus, the young E-5 questions the wisdom of pushing for training and experiences an erosion of his motivation to advance and become more proficient in his specialty. As one respondent put it, "The MOS is career oriented but new personnel have more rank than I which makes it harder for me to consider career options." Again, the reasons for the failure of the Marine Corps to process an adequate number of E-5s into the field was not investigated, but it certainly should be addressed at some point by HQMC.

Clearly, there are reasons for serious concern over the Marine Corps' failure to enforce its entrance and training requirements, whatever the reasons. This failure is undermining the attitude and motivation of individuals who appear to have chosen the 3044 field for highly professional and admirable reasons. The following set of survey questions

attempts to ascertain the professional attitude of the MOS 3044s by questioning their attitudes and perceptions concerning changes to entrance requirements, education and training as it applies to the 3044 MOS.

B. QUESTIONS 10-22

1. Tabulation and Observations

The respondents were given the following choices when responding to these questions;

SA = Strongly Agree
A = Agree
N = No Opinion
D = Disagree
SD = Strongly Disagree

Again, these responses were designed to attempt to assess the potential for professionalization among the entire 3044 MOS population by questioning the 3044 Marines' willingness and ability, in terms of time and finances, to pursue further education and training. No need existed for the information to be dissected by rank. Brief comments have been made, as appropriate, following the data for each question. Final analysis is provided at the end of this chapter.

Question #10: The Marine Corps should require one year of business college courses (24 credits) for entrance into the 3044 field.

TABLE 3

SA	A	N	D	SD
28.3%	26.67%	10%	25%	10%

It is interesting to note that not all of the respondents who have one or more years of college credits (96.6%) believe that this would be a desirable requirement for entrance into the field. However, the number of respondents who feel that this requirement would be beneficial is considerable.

Question #11: The Marine Corps should require two years of business college courses (48 credits) for entrance into the 3044 field.

TABLE 4

SA	A	N	D	SD
5%	15%	15%	38.3%	26.67%

Obviously, very few of the respondents felt that 48 college credit hours would be useful in their field. This is in keeping with the responses received to Question #7 in which most of the respondents felt that further military or DOD training courses would be beneficial, while few cited the need for general or business college courses.

Questions #12: The Marine Corps should require a four year college business degree for entrance into the 3044 field.

TABLE 5

SA	A	N	D	SD
0%	5%	11.67%	31.67%	51.67%

These responses are in keeping with those received for question #11.

Question #13: I have time to pursue off-duty education.

TABLE 6

SA	A	N	D	SD
26.67%	43.33%	3.33%	18.33%	8.33%

This question is important in that it helps to verify the feasibility of the professionalization of the MOS 3044 workforce. A willingness to pursue off-duty education is worthless if the time to do so does not exist. These responses indicate that time does indeed exist for most MOS 3044 Marines to pursue off-duty education.

Question #14: I would make time available to pursue off-duty education if it was required for promotion to the next higher rank.

TABLE 7

SA	A	N	D	SD
55%	30%	6.6%	3.3%	5%

These responses indicate a truly professional attitude within the MOS 3044 community. These individuals appear to be very dedicated to their careers and willing to do whatever is necessary to progress.

Question #15: I would still have entered the 3044 MOS if additional business college courses were required for each level of promotion. (E-5 to E-9)

TABLE 8

SA	A	N	D	SD
41.67%	40%	8.33%	5%	5%

Again, the professional attitude of the MOS 3044 Marines is witnessed. These responses are in keeping with question #10, for which the majority of respondents felt that additional business-type courses would be beneficial.

Question #16: Requirements for additional college business courses (economics, business math, accounting) would help me perform my job more efficiently, or in a more professional manner.

TABLE 9

SA	A	N	D	SD
21.67%	31.67%	15%	23.33%	8.33%

Although these results are not completely one-sided, it is noteworthy that the majority of respondents felt that some courses would be beneficial to job performance, as indicated

in Question #10. It can be assumed that these responses also reflect the requests for computer skills training in question #7.

Question #17: The scope/functions of my current billet could be increased without affecting the quality and timeliness of my work.

TABLE 10

SA	A	N	D	SD
11.67%	38.335	21.67%	18.33%	10%

The majority of respondents appear to believe that their billet responsibilities could be increased to a certain extent. The Marines appear to be willing to be challenged and the majority are willing and/or able to take on added responsibilities. If proper training courses were provided it is possible that even more respondents would agree to an increased workload due to the assumption that the training would make them more proficient at their jobs.

Question #18: I would be willing to pay the tuition for college courses that were required for promotion.

TABLE 11

SA	A	N	D	SD
13.33%	23.33%	11.67%	28.33%	23.33%

Question #19: I would be willing to pay 25% of the tuition for college courses that were required for promotion.

TABLE 12

SA	A	N	D	SD
39%	35%	11.67	11.67	11.67

Question #20: I would be willing to attend college courses as required if the Marine Corps provided full reimbursement for grades of C or higher.

TABLE 13

SA	A	N	D	SD
70%	20%	6.6%	1.67%	1.67%

The responses to questions 18, 19 and 20 indicate that, while the respondents appear willing to attend courses as needed, they do believe that the Marine Corps should cost share all or part of the expense for the courses. This is understandable based on the existence of the current tuition assistance program, which cost shares on a 75/25% basis tuition for all college courses taken by active duty personnel.

Question #21: I would be willing to attend DOD training courses, in addition to those already required, in order to become more proficient and professional at my job.

TABLE 14

SA	A	N	D	SD
85%	13%	0%	0%	2%

This question, more than any other, attests to the willingness of acquisition Marines to cooperate in the professionalization of their specialty.

Question #22: There are an adequate number of people in my office so that my work could be performed by another person while I attended a training course. (2-6 weeks)

TABLE 15

SA	A	N	D	SD
43%	42%	2%	8%	5%

This data indicates that it would be feasible to require additional training/education courses for MOS 3044 Marines, while still accomplishing the contracting support mission.

2. Analysis

The major observation that can be made from the responses to the questions in this section is that the MOS 3044 Marines are willing: willing to attend training courses, willing to pursue off duty education, willing to cost share tuition and willing to take on added responsibilities at work. If a professional is "one who has great skill or experience in a particular field or activity" [Ref. 24], then no one can question the professional attitude of the MOS 3044 Marines as witnessed in their willingness to attain proficiency through training and experience. In addition, these Marines are quite discerning in knowing what initial avenues would be most

direct in attaining this proficiency. For instance, the MOS 3044s appear to understand that education for education's sake will not have a great impact on job performance. As evidenced in the last group of questions, they concentrated on the need for DOD training and practical, useful courses in such topics as typing, computers and basic business skills. One Marine responded to question #7 by asking "to be able to attend more military schools pertaining to my MOS." Another stated, "We (SGT's) need more formal contract schools and not more college." Again, many of these Marines seem to have a true feel for what would be most useful, at least as a starting point.

The final point revealed by these questions is the fact that time is available for training course attendance and off-duty education. This makes the professionalization of the MOS 3044 workforce feasible on a fundamental level.

C. QUESTIONS 23-59

1. Tabulation and Observations

This group of questions represent various tasks routinely performed by employees in GS-1102 and GS-1105 positions. The respondents were asked to indicate what percentage of each workweek was spent on the activity indicated in each question by using the following key:

respondents were asked to indicate what percentage of each workweek was spent on the activity indicated in each question by using the following key:

A = 0 - 5%
B = 6 - 10%
C = 11 - 15%
D = 16 - 20%
E = 21% or greater

It was important that this data be viewed on a rank by rank basis so that a proper training schedule could be formulated.

The questions in this section are listed individually. Following each question is a table showing the breakdown of responses, by rank, to each of the selections A through E and a pie chart illustrating the percent composition of the total group's response to the question.

Question #23: How often do you purchase standard commercial items and/or limited technical items that are generally well known in the trade or industry to which they relate, that are generally in plentiful supply and that are well advertised?

TABLE 16

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	0	0	1	2	0
E-5	2	1	0	4	22
E-6	3	0	0	3	11
E-7	4	1	0	0	4
E-8	2	0	1	0	1
E-9	0	0	0	0	0

It is significant that 64% of the respondents spend at least 20% of their workweek on this task. Eighty two percent of those answering spend at least 10% of their time executing this task. It should also be noted that the majority of E-5s (89.66%) and E-6s (82.35%) spend at least 15% of their time performing this task and that the percentages are not as high at ranks above E-6.

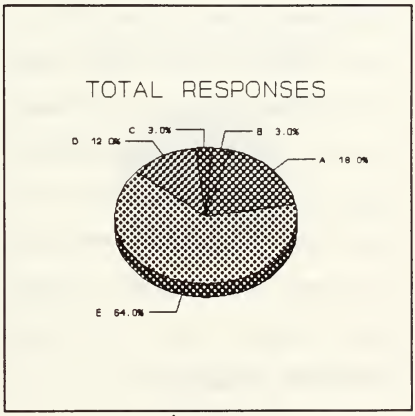


Figure 1

Question #24: How often do you purchase services such as packing and crating, temporary storage of household goods, shipping, or custodial, maintenance, drycleaning or laundry services that are usually available through local sources?

TABLE 17

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	0	0	1	0
E-5	21	5	3	0	0
E-6	10	1	2	2	2
E-7	5	1	0	1	2
E-8	3	1	0	0	0
E-9	0	0	0	0	0

Although three of the E-7s did respond that they spent 15% or more of their workweek on this task, a significant majority (67%) claimed to do this task less than 5% of the time and 13% claimed to spend less than 10% of their workweek on it.

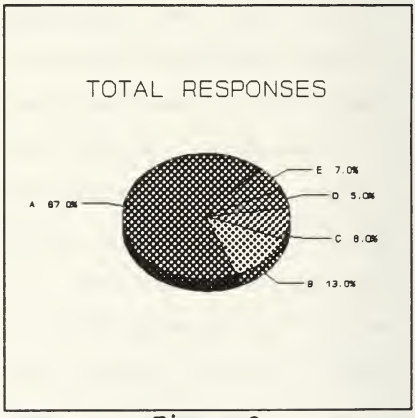


Figure 2

Question #25: How much time do you spend searching for sources of obsolete or hard to find items?

TABLE 18

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	5	5	1	5	0
E-5	5	5	5	7	0
E-6	4	4	4	0	5
E-7	6	0	1	0	0
E-8	3	0	0	1	0
E-9	0	0	0	0	0

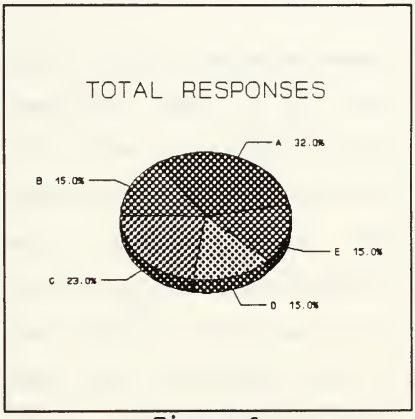


Figure 3

There are several observations to be made concerning the responses to this question. First, 32% of the respondents chose option A and 15% chose option B, indication that this is not a common task among MOS 3044 Marines. However, 62.07% of the E-5s and 52.94% of the E-6s indicating that performance of this task consumes at least 10% of their workweek. Clearly, it is not a task often performed by E-7s and E-8s.

Question #26: How often do you make purchases by telephone, commit to oral contracts, and sign informal written contracts that are based on price, price reasonableness, discount, delivery dates, and transportation and handling charges?

TABLE 19

NUMBER OF RESPONSES TO OPTIONS, BY RANK

Rank	A	B	C	D	E
E-4	0	0	0	0	0
E-5	0	0	2	0	17
E-6	4	0	0	1	12
E-7	3	0	0	1	4
E-8	3	0	0	0	1
E-9	0	0	0	0	0

These responses indicate that this is a task performed quite often in MOS 3044 billets. As was the case with question #23, the overwhelming majority of E-5s and E-6s spend a great deal of time performing this task while E-7s do so to a much lesser degree and E-8s very seldom are called upon to perform this function.

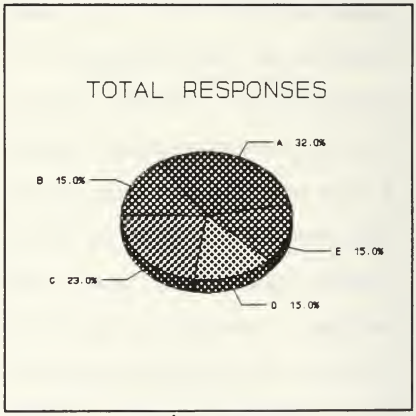


Figure 4

Question #27: How often do you locate suppliers using bidders' and suppliers' lists?

TABLE 20

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	0	0	0	0	0
E-5	8	4	2	8	12
E-6	6	3	3	1	4
E-7	5	1	2	1	0
E-8	3	0	0	1	0
E-9	0	0	0	0	0

The data show that 49% of the respondents claim to spend less than 10% of their time on this task. However, it is noteworthy that E-5s, E-6s and E-7s claim to perform this task some of the time.

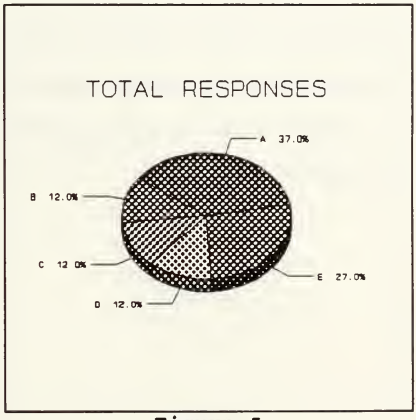


Figure 5

Question #28: How often do you prepare buy or no buy recommendations on the part of your activity for formal contracts?

TABLE 21

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	8	2	1	0	0
E-5	25	2	1	0	0
E-6	10	2	2	1	2
E-7	6	0	1	0	2
E-8	3	0	0	1	0
E-9	0	0	0	0	0

Clearly, with 76% of the respondents choosing option A, this is not a task common to the 3044 field.

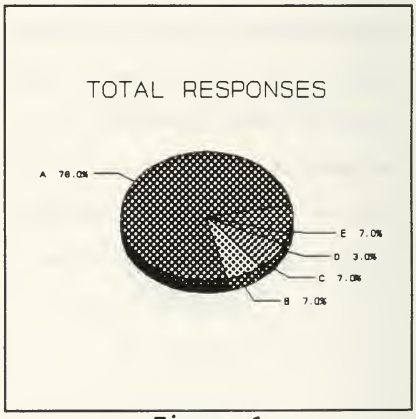


Figure 6

Question # 29: How often do you work within a purchasing deadline?

TABLE 22

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	0	0	0	0
E-5	0	1	0	2	20
E-6	1	2	1	4	9
E-7	3	0	1	0	5
E-8	0	0	0	0	4
E-9	0	0	0	0	0

The data indicate that this is a task performed frequently by ranks E-5 through E-8. Eighty percent of the respondents spend at least 10% of their workweek performing this function.

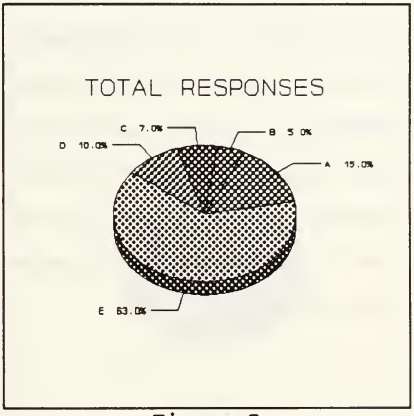


Figure 7

Question #30: How often do you review requisitions to determine that proper specifications or purchase descriptions are included in solicitation documents?

TABLE 23

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	0	0	0	0	1
E-5	7	0	3	0	19
E-6	1	0	0	0	16
E-7	1	0	1	2	5
E-8	1	0	0	0	3
E-9	0	0	0	0	0

The majority of respondents claim to spend a significant amount of time performing this task. Eighty three percent spend at least 10% of their workweek performing this function.

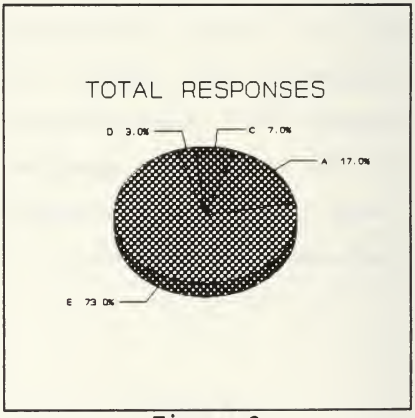


Figure 8

Question #31: How often do you select clauses to cover special conditions, such as inspection and acceptance, marking and packaging, quantity variation, price differential, or transportation costs?

TABLE 24

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	0	0	0	0	1
E-5	2	1	0	3	21
E-6	1	1	1	2	12
E-7	3	1	1	1	3
E-8	2	0	1	0	1
E-9	0	0	0	0	0

This appears to be yet another task performed predominately by E-5s and E-6s on a regular basis. To a lesser extent, E-7s also confirmed that they are required to do this task with regularity.

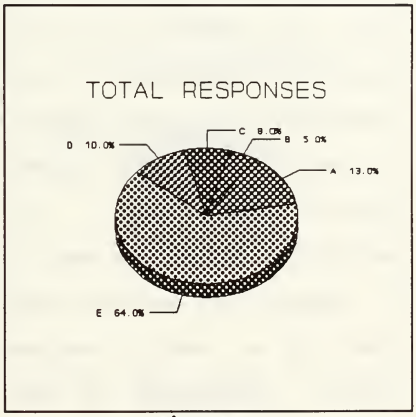


Figure 9

Question #32: How often do you contact technical personnel to resolve questions of applicability of specifications, classifications of terms, or acceptance of substitute items?

TABLE 25

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	0	0	0	0	1
E-5	2	2	5	10	10
E-6	0	3	2	6	6
E-7	3	2	1	0	3
E-8	1	0	1	0	2
E-9	0	0	0	0	0

Although these responses are not as dramatic as in previous questions, it is clear that this task occupies a significant amount of the typical 3044's time. In particular E-5s, E-6s and E-7s appear to perform this task on a fairly routine basis. Only 10% of the respondents chose selection A as a response.

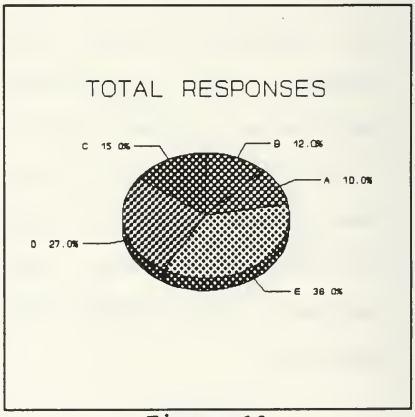


Figure 10

Question #33: How often do you evaluate bids or proposals for compliance with specifications or purchase descriptions and applicable clauses?

TABLE 26

NUMBER OF RESPONSES TO OPTIONS, BY RANK

Rank	A	B	C	D	E
E-4	0	0	1	0	0
E-5	9	3	1	7	6
E-6	3	1	3	0	9
E-7	3	2	0	1	3
E-8	2	0	0	2	0
E-9	0	0	0	0	0

These data indicate that 30% of the respondents spend less than 5% of their time on this task. However, another 30%, all within the ranks of E-5, E-6 and E-7 indicate that they spend at least 20% of their time on this task.

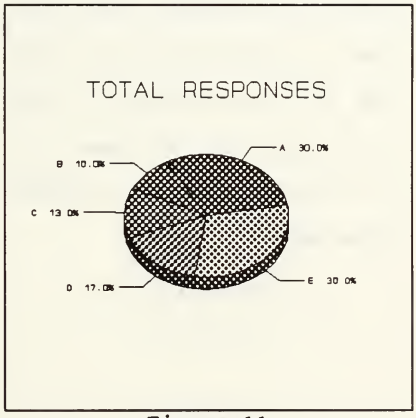


Figure 11

Question #34: How often must you consider the financial responsibility of suppliers by evaluating contract performance on previous contracts?

TABLE 27

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	0	6	6	0	1
E-5	15	4	6	2	2
E-6	9	2	0	2	4
E-7	7	0	0	1	1
E-8	3	1	1	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

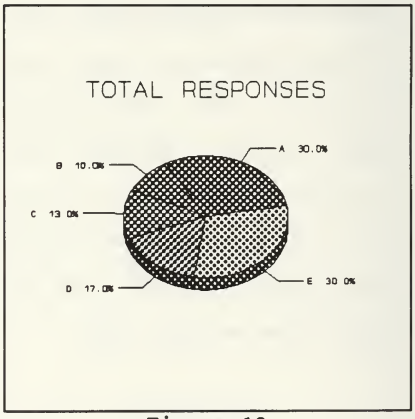


Figure 12

Question #35: How frequently do you meet with commercial representatives to discuss procurement needs, quality of items or services, current market prices, or delivery schedules?

TABLE 28

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	0	0	1	0	0
E-5	14	7	7	0	1
E-6	12	1	1	1	2
E-7	4	2	2	0	1
E-8	2	0	1	1	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

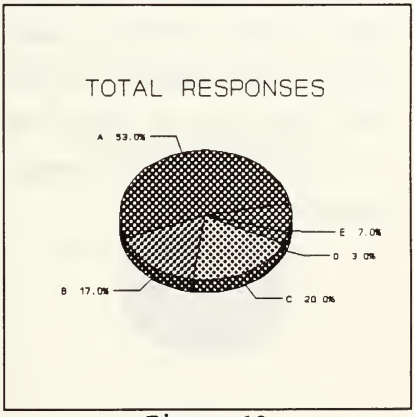


Figure 13

Question #36: How much of your time is consumed administering the negotiated and sealed bid contracts assigned to you?

TABLE 29

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	0	0	0	0
E-5	19	3	2	0	2
E-6	9	3	1	0	4
E-7	4	1	0	1	3
E-8	3	0	0	0	1
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

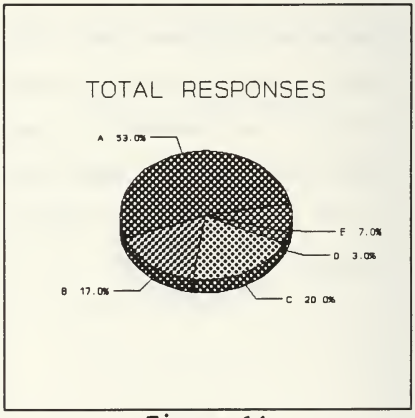


Figure 14

Question #37: How much of your time is consumed participating with higher graded specialists in the procurement of technical items using the sealed bidding method where the items are manufactured to special specifications and are complicated by restricted price bidding, special processing, or packing and packaging specifications?

TABLE 30

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	2	2	0	0
E-5	24	2	2	1	0
E-6	13	1	2	1	0
E-7	7	0	2	0	0
E-8	4	0	0	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

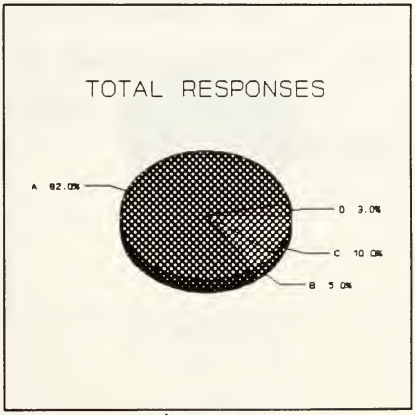


Figure 15

Question #38: How much of your time is consumed preparing change orders?

TABLE 31

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	2	2	0	0
E-5	20	4	2	0	1
E-6	13	3	1	0	0
E-7	6	3	0	0	0
E-8	3	0	1	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

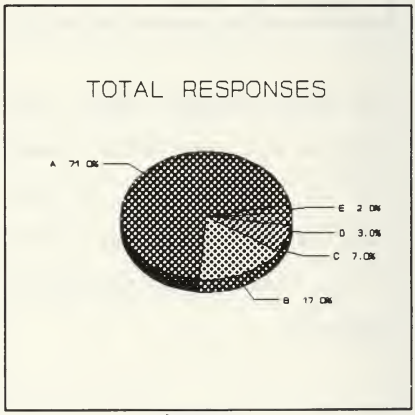


Figure 16

Question #39: How much of your time is consumed monitoring the progress of contractors?

TABLE 32

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	0	1	0	0	0
E-5	19	3	6	0	1
E-6	11	0	2	1	3
E-7	6	2	1	0	0
E-8	4	0	0	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

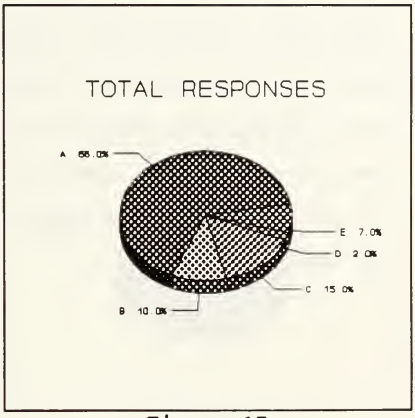


Figure 17

Question #40: How often must you request audit reports or preaward surveys from Defense Contract Audit Agency or Defense Contract Administration Services?

TABLE 33

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	0	0	0	0
E-5	29	0	0	0	0
E-6	15	0	1	1	0
E-7	9	0	0	0	0
E-8	4	0	0	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

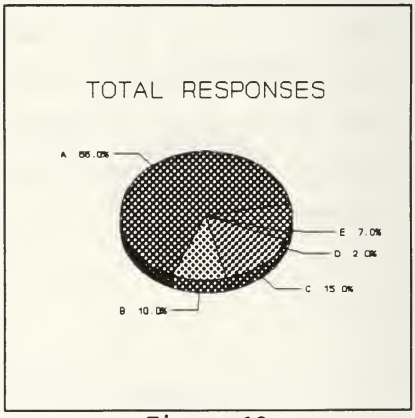


Figure 18

Question #41: How often must you obtain clearances from the Small Business Administration and advertise work to be contracted in the Commerce Business Daily of the Department of Commerce?

TABLE 34

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	2	0	0	0
E-5	24	2	3	0	0
E-6	12	3	1	0	1
E-7	7	0	1	0	1
E-8	3	1	0	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

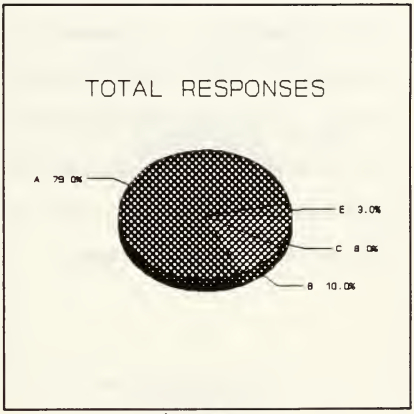


Figure 19

Question #42: How often do you prepare requests for proposals and invitations for bid, abstract proposals or bids received, and recommend award?

TABLE 35

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	[illegible]	[illegible]	0	0	0
E-5	21	3	3	0	[illegible]
E-6	11	0	2	3	1
E-7	4	0	2	1	2
E-8	2	0	0	1	1
E-9	0	0	0	0	0

Option A was chosen by 65% of the respondents. However, it should be noted that several of the E-6s and the majority of E-7s and E-8s profess to spending at least 10% of their time on this task.

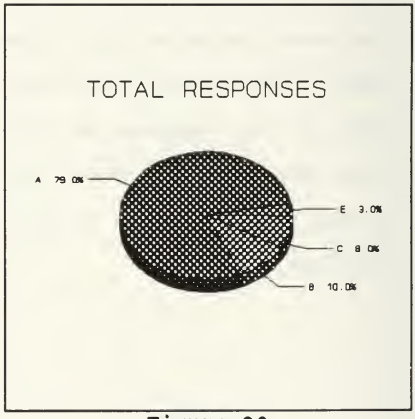


Figure 20

Question #43: How much time is spent in the preparation of awards, establishing files, and administering contracts to ensure delivery or performance and payment?

TABLE 36

NUMBER OF RESPONSES TO OPTIONS, BY RANK

Rank	A	B	C	D	E
E-4	D	0	1	0	0
E-5	7	5	4	3	10
E-6	2	2	4	4	5
E-7	2	1	3	1	2
E-8	1	0	1	0	2
E-9	0	0	0	0	0

Sixty seven percent of the respondents stated that they perform this task during a minimum of 10% of their workweek. The data are distributed fairly evenly between ranks.

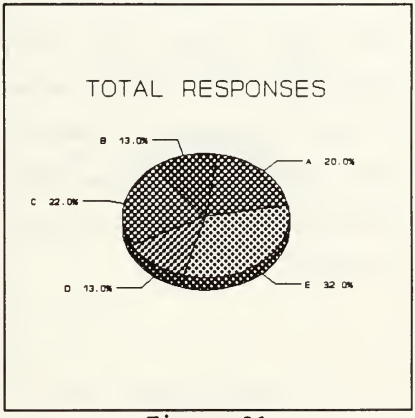


Figure 21

Question #44: How often are you called on to explain purchasing procedures /regulations to requiring activities?

TABLE 37

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	0	1	1	0	0
E-5	7	9	5	6	2
E-6	4	1	3	6	3
E-7	0	2	1	2	4
E-8	0	0	2	1	1
E-9	0	0	0	0	0

A very even distribution of the data exists for this question. One item of note is the fact that all four of the E-8s perform this task during at least 10% of their workweek.

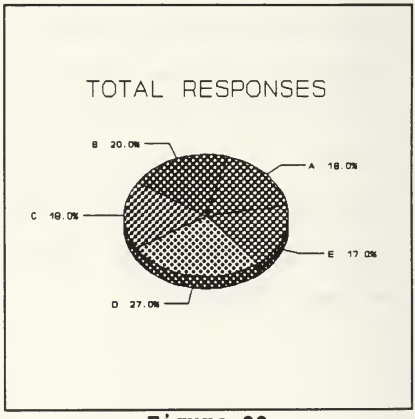


Figure 22

Question #45: How much time do you spend establishing prospective vendors for blanket purchase agreements?

TABLE 38

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	0	0	0	0
E-5	26	2	1	0	0
E-6	11	1	2	2	1
E-7	4	1	0	2	1
E-8	3	0	1	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

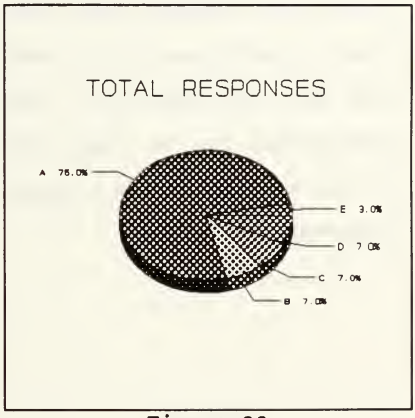


Figure 23

Question #46: How often must you make modifications\amendments of solicitations to contracts?

TABLE 39

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	0	0	0	0
E-5	12	10	5	1	1
E-6	4	6	4	1	2
E-7	3	4	0	0	2
E-8	2	0	1	1	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

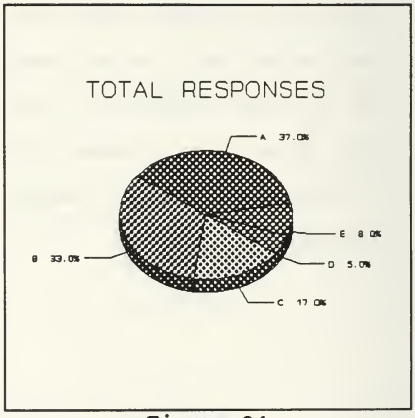


Figure 24

Question #47: How much time do you spend determining and understanding clauses required to be inserted into contracts?

TABLE 40

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	6	7	7	0	0
E-5	6	13	7	0	3
E-6	5	5	2	4	1
E-7	4	1	2	0	2
E-8	2	0	0	2	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

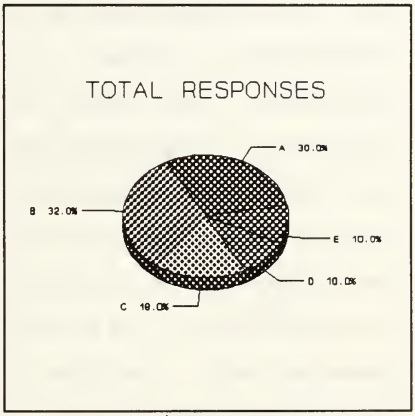


Figure 25

Question #48: How often do you utilize uniform contract format?

TABLE 41

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	0	0	0	0	0
E-5	19	0	2	0	10
E-6	3	3	0	2	9
E-7	2	1	1	1	4
E-8	3	0	1	1	0
E-9	0	0	0	0	0

This task is performed by a significant number of respondents and could be considered a normal task for any MOS 3044 specialist. Option A was chosen by 36% of the respondents while option E was selected by 38% of the answering body, providing a wide distribution of data.

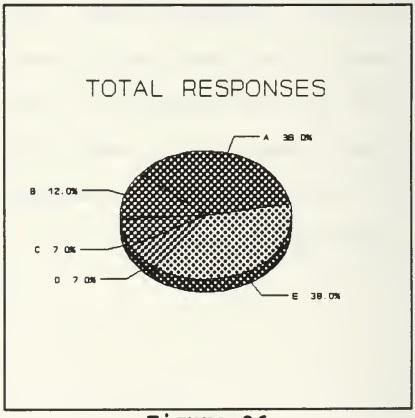


Figure 26

Question #49: How often do you perform reviews of blanket purchase agreements such as rotation of bidders and usage?

TABLE 42

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	0	0	0	0
E-5	24	2	2	0	1
E-6	9	3	0	2	3
E-7	4	2	1	0	2
E-8	3	0	1	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

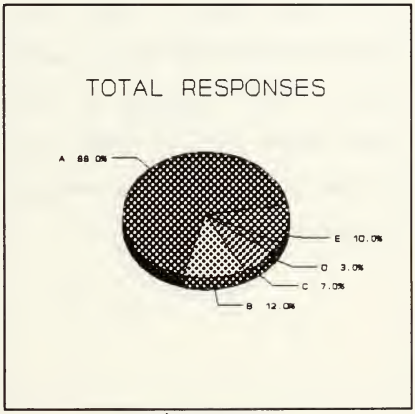


Figure 27

Question #50: How often must you review imprest funds to ensure adequacy of fund?

TABLE 43

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	●	1	1	0	0
E-5	21	1	4	●	3
E-6	11	0	3	1	2
E-7	4	2	1	1	1
E-8	3	0	1	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

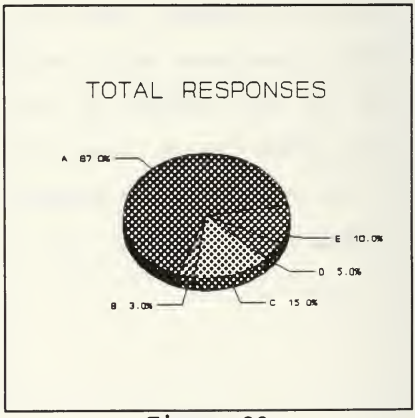


Figure 28

Question #51: How much time is spent organizing and administering purchasing and contracting activities?

TABLE 44

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	B	C	C	D	E
E-4	1	0	0	0	0
E-5	18	0	2	1	5
E-6	10	1	1	2	3
E-7	1	2	0	2	4
E-8	1	2	0	1	0
E-9	0	0	0	0	0

While 52% of the respondents chose option A, another 35% indicated that they perform this task during at least 10% of their workweek. Six of the nine responding E-7s chose options D and E, but only one of the four E-8s indicated that this task was a significant part of his job.

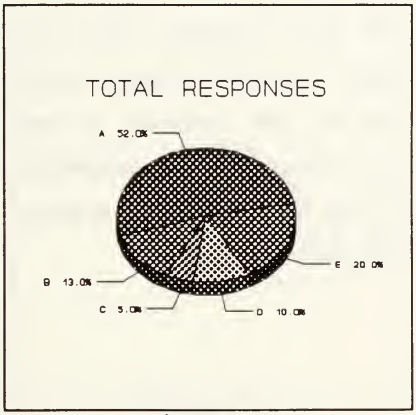


Figure 29

Question #52: How much time do you spend managing a purchasing and contracting training program for purchasing and contracting activities?

TABLE 45

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	0	1	0	0	0
E-5	28	1	0	0	0
E-6	15	0	0	1	1
E-7	4	2	0	1	2
E-8	2	2	0	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

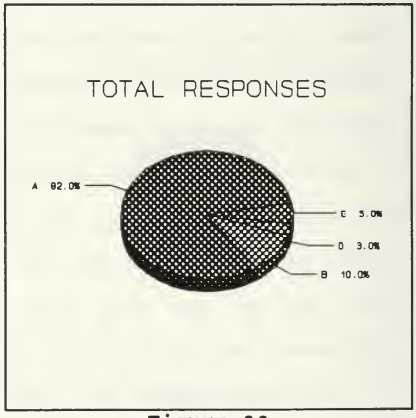


Figure 30

Question #53: How often do you conduct conferences and negotiations with commercial contractors?

TABLE 46

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	2	0	0	1
E-5	26	2	0	0	1
E-6	9	4	1	2	1
E-7	5	2	1	0	1
E-8	4	0	0	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

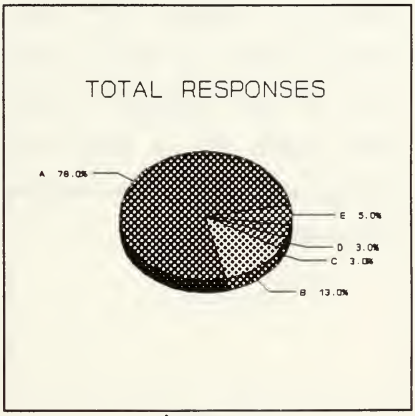


Figure 31

Question #54: How often do you perform duties as a bid opening officer?

TABLE 47

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	0	0	0	0	0
E-5	28	0	1	0	0
E-6	12	3	0	2	0
E-7	7	0	1	0	0
E-8	4	0	0	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

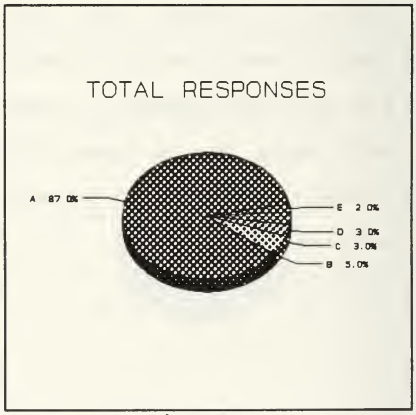


Figure 32

Question #55: How often do you perform duties as a purchasing/ordering officer?

TABLE 48

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	1	1	0	0
E-5	23	1	1	1	0
E-6	9	3	1	1	3
E-7	3	1	0	0	5
E-8	3	0	0	0	1
E-9	0	0	0	0	0

Selections C, D and E were chosen by 28% of the respondents, indicating that these individuals contribute at least 10% of their workweek to this task. It is noteworthy that E-7s are significantly involved in this task.

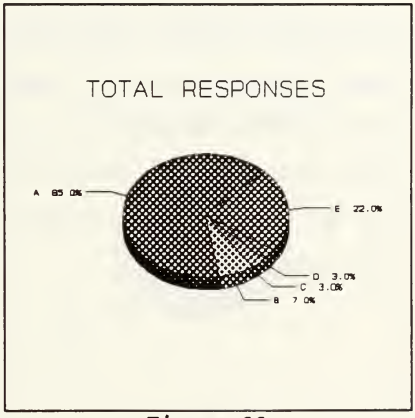


Figure 33

Question #56: How much time is spent performing routine informal contract preaward surveys to ensure contractor responsibility in performance of a contract?

TABLE 49

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	0	0	0	0
E-5	27	1	1	0	0
E-6	9	5	1	1	1
E-7	7	0	1	0	1
E-8	3	0	1	0	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

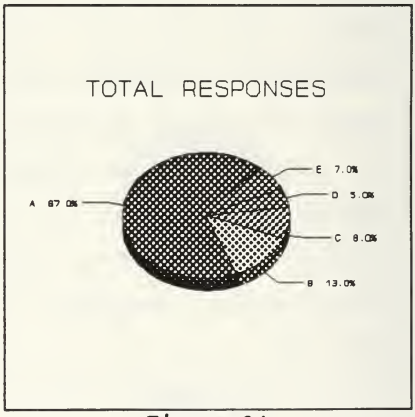


Figure 34

Question #57: How much time is spent instructing/training personnel in the techniques of administering purchase/delivery orders and contracts?

TABLE 50

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	0	0	0	0
E-5	20	●	●	1	0
E-6	5	5	3	3	1
E-7	2	3	1	2	1
E-8	0	3	0	1	0
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek.

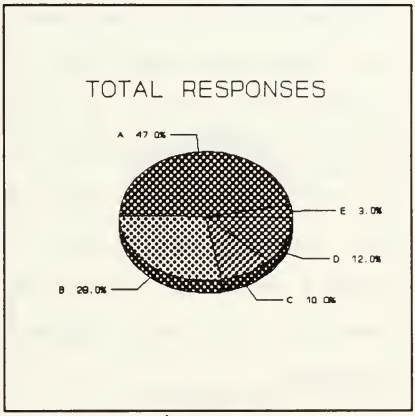


Figure 35

Question #58: How often must you differentiate and advise others on the type of contract instrument to be used on purchases?

TABLE 51

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	0	0	1	0
E-5	27	1	1	0	0
E-6	4	8	4	0	1
E-7	4	0	2	2	1
E-8	2	1	1	0	0
E-9	0	0	0	0	0

Although this is a task that is only performed for a significant portion of time by 19% of the respondents, it is noteworthy that five of the nine E-7s claim to perform this task during at least 10% of their typical workweek.

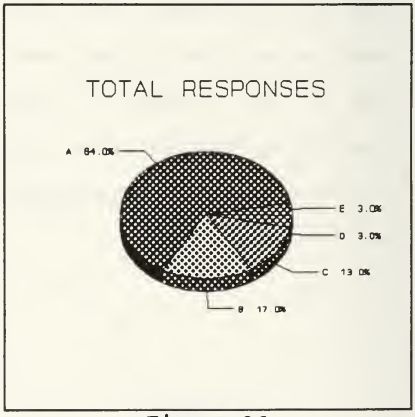


Figure 36

Question #59: How often do you run small purchase shops in deployed situations?

TABLE 52

NUMBER OF RESPONSES TO OPTIONS, BY RANK					
Rank	A	B	C	D	E
E-4	1	0	0	0	0
E-5	24	0	0	2	2
E-6	11	0	0	0	6
E-7	6	0	0	0	3
E-8	2	0	0	0	2
E-9	0	0	0	0	0

The data indicate that this task is not done by at least 50% of the members of any rank group for at least 10% of the time during an average workweek. However, it is significant to note that E-5s and E-6s supervise most deployed contracting.

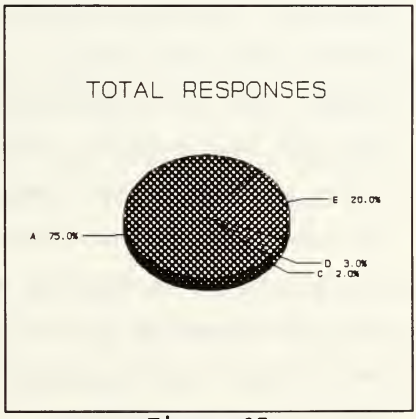


Figure 37

2. Analysis

These questions can be separated into two groups for analysis purposes. Questions 23-29 corresponded to the major tasks done by civilians in the GS-1105 field and questions 30-59 corresponded to tasks performed by GS-1102 employees.

Of the seven tasks listed in questions 23-29, two (#24 and #28) were not performed in any appreciable amount by any of the five rank groups responding. Of the remaining five tasks, a response was considered significant if at least 50% of the members of a given rank performed the task during at least 10% of their workweek. Question #29 received the highest response rate, with a majority of the members of all ranks claiming to perform the task during at least 10% of their workweek. Notably, all four responding E-8s chose option E (20-25% or more) for this question. Question #23 required at least 10% of the workweek of the responding group, mostly due to the fact that E-5s and E-6s tend to perform this task quite often. Overall, questions #25, #26 and #27 did not consume at least 10% of the work time for the total responding group; however, the majority of E-5s and E-6s do perform this task during at least 10% of the workweek.

In general, it appears that E-5s and E-6s are performing many of the tasks that are performed by GS-1105 employees.

Questions 30-59 of the 3044 survey related to tasks performed by GS-1102, Level I Classification employees.

Again, the responses were considered noteworthy if 50% or more of the respondents for any rank indicated that at least 10% of the workweek was spent performing the given task. Thirty tasks were listed. Of those, ten received notable responses. They were questions #30, #31, #32, #33, #42, #43, #44, #48, #51, #55 and #58. E-5s indicated that five of the ten tasks consumed at least 10% of their workweek. E-6s named seven tasks; which were #30, #31, #32, #33, #34, #44 and #48. E-7s named nine tasks; #30, #31, #42, #43, #44, #48, #51, #53 and #58. E-8s listed six; namely, #30, #31, #32, #42, #43 and #44. Of these, only three tasks (questions #43, #31 and #30) were common to all four ranks. These three were listed by E-5s, leaving only two other tasks (questions #32 and #33) that are done in significant amounts by the E-5s. This indicates that the ranks senior to E-5 are being called on to perform a different and more varied array of GS-1102 tasks than their junior counterparts.

It is impossible to attempt to weigh the importance of one task against that of any other. If all tasks are considered equal, the data indicate that the Marine Corps' 3044 field is, essentially, a small purchase organization. However, it must also be noted that a substantial number of the tasks common to the GS-1102 field are being performed. Even for the eighteen GS-1102 task questions that did not elicit a substantial number of selections of options C, D or E, it must be noted that all of the tasks were being performed by some of the MOS

3044s. Therefore, it can be substantiated that the GS-1102 task list does have some relationship to the work performed by MOS 3304s, particularly in ranks E-6, E-7 and E-8.

D. QUESTIONS 60-66

1. Summary

The last set of questions on the 3044 survey were relevant only to those MOS 3044 Marines who were deployed to Operation Desert Shield\Storm in a 3044 billet. Sixteen respondents (26.6%) fit this category. Of these sixteen, six were issued contracting warrants and five of these were in excess of $100K. Five of the respondents served on source selection boards and ten were authorized to award contracts. Thirteen respondents (22%) prepared statements of work for contracts and eleven were responsible for establishing source selection criteria for competitive contract awards. When asked if there were any areas for which these sixteen Marines wished they had been better trained, the overwhelming response was the perceived need for formal contract experience. The comments indicated that the small purchase experience received in garrison did not prepare the 3044 Marines adequately for a contingency on the magnitude of Desert Shield/Storm. To quote one respondent:

> By only doing small purchases before Saudi Arabia did not prepare me for the formal contracts knowledge needed for Saudi Arabia. All 3044s need to have knowledge on the different types of contracts used by the Marine Corps. I am very disappointed with the Marine Corps purchasing.

> They give you much responsibility, but do not give you the knowledge to adequately handle that responsibility.

Another respondent stated:

> (We need) more exposure to formal contracts. 3044s generally know small purchases better than contracting officers, but are seldom given formal contracts.

A transcription of all of the comments to these questions is located in Appendix III.

2. Analysis

Clearly, a contingency such as Desert Storm requires the need for training in formal contracts for the MOS 3044 Marines. The current attitude of not planning or training for contingencies can only be detrimental to the efficient operation of the Marine Corps acquisition process during a conflict. It is even more important that the process operate efficiently during a contingency than during garrison operations if the true mission of the Marine Corps as a "force in readiness" is to be realized.

E. SUMMARY OF SURVEY RESPONSES

The MOS 3044 Survey questionnaires provided substantial information regarding the MOS and its Marines as well as raised some pertinent questions concerning current Marine Corps policies and practices for this MOS. Without question, the entrance and training requirements for MOS 3044 Marines are not being stringently observed. In addition, the entry of three different rank groups into the field does not permit

work experience to figure significantly into promotion considerations and billet assignments. These facts are causing a considerable amount of discontent among the 3044 Marines, who assumably entered the field because they believed it would be challenging and rewarding and who, understandably, expected to be adequately trained for the various billet requirements. They also expected to be rewarded for their efforts with a clear career path and well-paced promotion rate that would result in a long and fruitful Marine Corps career.

The MOS 3044 Marines are motivated and willing to do virtually whatever is necessary to participate in education and training courses that would be helpful in the execution of their responsibilities as acquisition specialists. In addition, these Marines appear willing to take on additional responsibilities and expressed the desire to learn more about the field as a whole, particularly in the area of formal contracts. It also is evident by the responses received that adequate time exists for the MOS 3044 Marines to participate in necessary education and training courses. In short, the professionalization of this workforce is very feasible.

Although the bulk of the work done by MOS 3044s does not require formal contract training, due to the fact that most of the MOS 3044s are primarily spending their worktime performing the small purchase job functions of GS-1105 employees, a substantial number of GS-1102 type tasks are being performed by the MOS 3044 Marines, particularly in the senior ranks. In

addition, contingency requirements clearly express the need for training in the formal contract area as depicted by the respondents.

Once the Marine Corps addresses the issues of honoring the entrance and training requirements for this MOS it will continue to find itself walking a fine line between keeping this extraordinary group of Marines motivated while not overtraining them for the tasks at hand. Entrance requirements notwithstanding, the Marine Corps appears to have selected a superb group of individuals for this MOS. It now has an obligation to challenge them accordingly by providing adequate training, a progressive career path, challenging assignments and assuring that the education and training required for top performance will be made available.

V. 9656 SURVEYS: DATA PRESENTATION AND ANALYSIS

A. SUMMARY AND ANALYSIS OF QUESTIONS 1-9

The initial questions in this survey were designed to garner general information about the responding body. It was revealed that two of the respondents were Majors, eight were Captains and one was a Master Sergeant; for a total of eleven respondents. This represents a response rate of 73% for the number of questionnaires mailed. The respondents had an average length of service of 12.27 years and have spent an average of 3.27 years in the 9656 MOS. Nine of the respondents hold unlimited contracting warrants and the remaining two respondents do not have warrants of any type. On average, a 9656 supervises 6.1 3044s. The responses to this question on the number of 3044s supervised ranged from zero to 13 with a median of six. Of these 3044s, four hold warrants above the $25K small purchase threshold. The rank distribution of these individuals consists of one MSGT and three GySGTs.

B. TABULATION OF QUESTIONS 7-23

The main purpose for the questions in this section was to obtain data that would help to determine if the professionalization of the MOS 3044 workforce is feasible.

The respondents were given the following five choices from which to respond.

SA = Strongly Agree
A = Agree
N = No Opinion
D = Disagree
SD = Strongly Disagree

Following the statement of each question, the data are presented in table form. Comments have been made, as appropriate, following each table.

Question #7: The Marine Corps should require one year of business college courses (24 credits) for entrance into the 3044 field.

TABLE 53

SD	A	N	D	SD
3	2	1	4	1

Question #8: The Marine Corps should require two years of business college courses (48 credits) for entrance into the 3044 field.

TABLE 54

SA	A	N	D	SD
0	0	2	6	3

Question #9: The Marine Corps should require a four year college business degree for entrance into the 3044 field.

TABLE 55

SA	A	N	D	SD
0	0	0	4	7

Questions 7-9 indicate that the MOS 9656 Marines do not feel that a four year degree or forty eight college credit hours would enhance the job performance of the MOS 3044 Marines whom they supervise. Five respondents agree that twenty four credit hours should be required, while five respondents disagree with the need for this requirement.

Question #10: The 3044 Marines in my office have time to pursue off-duty education as could be required for promotion.

TABLE 56

SA	A	N	D	SD
3	7	0	0	1

These responses speak to the feasibility of requiring off duty education and indicate that time is available for such courses.

Question #11: The 3044 Marines in my office have a positive attitude towards continuing education.

TABLE 57

SA	A	N	D	SD
2	7	2	0	0

Question #12: The majority of 3044 Marines in my office regularly are enrolled in some type of off-duty education.

TABLE 58

SA	A	N	D	SD
1	3	4	3	0

Question #13: The majority of 3044 Marines in my office are occasionally enrolled in some type of off-duty education.

TABLE 59

SA	A	N	D	SD
3	4	2	2	0

Question #14: The majority of 3044 Marines in my office have shown no desire to pursue off-duty education.

TABLE 60

SA	A	N	D	SD
0	1	1	6	3

Questions 11-14 indicate that the MOS 3044 Marines have a positive attitude toward education and that the majority of them are either regularly or occasionally enrolled in such courses. These are important considerations when assessing the feasibility of requiring college courses for promotion.

Question #15: Requirements for additional college business courses (economics, business math, accounting) would help the 3044 Marines in my office perform their jobs more efficiently or in a more professional manner.

TABLE 61

SA	A	N	D	SD
5	3	0	3	0

These responses indicate that the job performance of the MOS 3044 Marines could be enhanced by the requirement of college business courses.

Question #16: In general, the 3044 Marines in my office are overly trained for the tasks that they are performing.

TABLE 62

SA	A	N	D	SD
0	0	0	10	1

Question #17: In general, the 3044 Marines in my office have been adequately and properly trained for the tasks that they are performing.

TABLE 63

SA	A	N	D	SD
0	8	0	3	0

Question #18: The 3044 Marines in my office could benefit from additional DOD training courses related to their specialty.

TABLE 64

SA	A	N	D	SD
4	7	0	0	0

It appears that the MOS 3044s are adequately prepared to perform their basic job functions but that additional training would enhance job performance.

Question #19: The scope/functions of the 3044 billets in my office could be increased without affecting the quality and timeliness of the work produced.

TABLE 65

SA	A	N	D	SD
0	4	2	3	2

A slight majority of the respondents believe that the MOS 3044s in their office already have all the responsibility and workload that they can handle.

Question #20: The majority of Marines in my office would be willing to attend DOD training courses, in addition to those already required, in order to become more proficient and professional at their jobs.

TABLE 66

SA	A	N	D	SD
5	5	1	0	0

Question #21: There are an adequate number of persons in the office so that work could be covered while individual 3044s attended training courses of two to six weeks in length.

TABLE 67

SA	A	N	D	SD
2	5	1	1	1

The responses to Question 20 and 21 indicate that the MOS 3044s are willing to receive additional training and that it would be possible for them to do so.

Question #22: The tasks performed by 3044 Marines are very similar to those of the GS-1105 specialty.

TABLE 68

SA	A	N	D	SD
4	6	0	0	0

Question #23: The tasks performed by 3044 Marines are very similar to those of the GS-1102 specialty.

TABLE 69

SA	A	N	D	SD
1	7	1	2	0

Obviously, the respondents are unanimous in their belief that the MOS 3044s are performing tasks very similar to GS-1105s and many of the respondents believe that the MOS 3044 tasks also mirror those of GS-1102 employees.

C. SUMMARY OF QUESTIONS 24-26

A transcription of the answers to these questions is located in Appendix IV. Highlights of the results are summarized below.

Question 24 asked the respondents if they believed that the MOS 3044s are receiving adequate training for the jobs that they are being asked to do. Six of the respondents said yes, however, two of those indicated that the training is being received because it is a priority in the office, not in the Marine Corps. The comments for negative responses cited such problems as the fact that the Air Force training most of the MOS 3044s receive does not correlate very well with Marine Corps 3044 billet requirements, the fact that it is difficult to obtain school seats, the perceived need for more training for senior enlisted MOS 3044s and the lack of career planning. As one respondent put it:

> I do not feel that CMC does a good enough job of planning the career path for 3044s. CMC budgets for these Marines

> to attend the basic contract course as the initial MOS school. Follow-on schools are the responsibility of the commands in which the Marines work. This creates a tremendous fight for school seats and TADF dollars. What generally happens is that the Marine does not get the school, because, the next command will take care of it.

Question 25 asked what approach to education and training the Marine Corps could take to increase the proficiency and professionalism of personnel in the 3044 MOS. The responses to this question varied a great deal. Some notable comments were the need for; central funding of courses, a means of assuring seats in required training courses, required college credits, requiring business classes during initial MOS training and, more contingency contract training.

Question 26 asked if there were any specific steps that the Marine Corps could initiate to better prepare MOS 3044s for contingency training. The responses most often received was that they need to be formally trained in formal contract administration. One respondent stated:

> Most important need is to let these Marines grow beyond small purchasing. For small exercises some purchasing limitations do not really impact the mission. On a camp exercise, i.e., Desert Storm/Shield those sent must have experience and comfort with formal contracts.

Anther comment of note was the fact that attention needs to be given to the order in which billets are assigned to each MOS 3044 Marine so that he is adequately prepared for each new assignment. In other words, there needs to be a planned career path.

D. ANALYSIS

The main point that can be gleaned from these data is that the MOS 3044 Marines do indeed have the potential to be professionalized. The responses indicated that time exists for on duty training to take place and that the Marines have exhibited an interest in off-duty education by their enrollment in courses. The MOS 9656s did not perceive a great need for general college courses, including two or four year degrees. More often, the need for business related classes and seats for the required training courses were cited. One response summarized this point nicely by saying:

> The majority of your questions are aimed at the use of higher education, as the KO it is good that we receive that type of education. The reality of a 3044 is that they require training first, then more of an emphasis on the underlying principles. The current training is adequate, however, CMC needs to structure the career paths of these Marines and they should budget for and arrange school seats for follow-on defense acquisition courses.

Again, the theme of train first, educate second is emphasized.

The MOS 9656s indicated that their MOS 3044s were doing a great amount of work consistent with that done by GS-1105s and, to a lesser extent, that done by GS-1102s. Also evident was the need for contingency training in formal contracts. As one respondent put it:

> Ensure 3044s receive training and experience in formal contracts before sending/placing them in contingency situations. Currently all of my K specialists are Marines! Most shops use them in small purchase or BPA sections. This hardly prepares them for contracting with foreign governments during contingency ops.

It is noteworthy that the average length of time in the acquisition field is much less for an MOS 9656 than for an MOS 3044. This is due to the fact that a 9656 MOS is a secondary MOS. Most officers fulfill one tour as a contracting and purchasing officer, then return to an assignment in their primary MOS. Therefore, MOS 9656s tend to have less experience in the field than the MOS 3044s they are supervising and need to rely heavily on the expertise of the enlisted workforce. It follows, then, that adequate training for the MOS 3044 Marines is a critical requirement.

E. SUMMARY

The 9656 and 3044 survey responses mirrored one another on almost every major point. Both surveys stressed that training was vitally important, particularly attendance at the currently required training courses. College courses were seen as important if they were concentrated in the areas of useful skills and basic business training. Both groups believed that the time exists for necessary training and education to take place, and the fact that the MOS 3044 Marines were willing to participate in such classes was very evident. The only point that was not heavily stressed by the 9656 respondents was the need for a supply background, something that was noted by the 3044 respondents.

As a group, the MOS 3044s appear to possess all of the attributes necessary for the professionalization of this specialty. As one MOS 9656 respondent said:

> They're already Sgt or above (most of them) with GT's over 110, prior supply tours (most) and have been interviewed by a KO. The one's I've met, and I've met many due to SWA, are as good a grade of Marine as you'll find.

Clearly, the MOS 9656 officers feel very positive about the MOS 3044 Marines and have expressed confindence in their abilities and potential.

VI. CONCLUSIONS AND RECOMMENDATIONS

A. GENERAL

The research for this thesis uncovered several key points concerning DAWIA and the Marine Corps' policies, both past and present, for its enlisted acquisition corps. This chapter is dedicated to stating those points, applying that knowledge to the answering of the primary and subsidiary research questions and to making practical recommendations for the implementation of DAWIA by the Marine Corps. Also presented are suggestions for associated areas of further research that would also serve to benefit the Marine Corps during the implementation of the legislation.

B. CONCLUSIONS

1. The professionalization of the Marine Corps' enlisted acquisition workforce, MOS 3044, can be accomplished. The survey responses reveal that the individuals who make up this workforce have the desire, the willingness, the capability and the time to undertake additional training and education.

2. The MOS 3044 Marines are not currently being given adequate opportunity to participate in required training courses, nor is there a system in place to assure that they are being trained in an appropriate and timely manner. These facts were upheld during interviews with HQMC (Code LBO) and

by the comments provided on the surveys. Many other personnel have priority over the MOS 3044 Marines in obtaining school seats. In addition, the individual commands responsible for scheduling and funding training courses have not made this a priority.

3. The Marine Corps currently does not have a prototype for career planning for the 3044 MOS. This fact was confirmed during interviews with HQMC (Code LBO) and substantiated by comments on the survey. Additionally, the fact that E-4s, E-5s and E-6s are all admitted into the field has created a great amount of discontent within the 3044 MOS. Currently, work experience has no bearing on promotion.

4. A policy does not exist for training and preparation for contingency situations within the Marine Corps for the 3044 MOS. Interviews at SYSCOM indicated that contingencies are not considered when planning training programs for the 3044 MOS. Contingencies are dealt with on a case-by-case basis when they occur. The Desert Storm MOS 3044 Marines were emphatic in their need for training for contingency situations, based on their experiences during the war.

5. MOS 3044 Marines are performing a variety of GS-1105 tasks on a regular basis. In addition, a portion of their workweek is consumed by GS-1102 type tasks. The classifying, and subsequent training, of MOS 3044s as GS-1105 equivalents would be adequate for a majority of garrison operations. However, this training is not adequate during times of

contingency deployments and does not adequately prepare the MOS 3044 Marine for the GS-1102 type tasks that are required in certain 3044 billets. This is particularly true for MOS 3044 Marines in the upper three enlisted ranks who are likely to hold Contracting Warrants and who perform a greater percentage of GS-1102 tasks during their workweek.

C. RECOMMENDATIONS

1. The ranks within the 3044 MOS should be classified as follows: 1) the ranks of E-5 and E-6 should be classified as GS-1105 equivalents for training and certification purposes, 2) the ranks of E-7 through E-9 should be classified as GS-1102 equivalents. This differentiation between the ranks would permit the E-5s and E-6s, who have recently been inducted into the field, to have priority for seats for the Basic and Advanced Contract Administration Courses which would give them adequate training for the bulk of the tasks they were called on to perform. In addition, this would allow several years of practical field experience for these MOS 3044 Marines. Prior to, and immediately upon becoming an E-7, the additional courses required for a GS-1102 classification should be completed. Classification of these ranks as GS-1102 equivalents would provide a degree of priority seating for training courses. The GS-1102 equivalent classification would ensure that these senior enlisted MOS 3044s were properly trained to execute all of the tasks required in any of the

billets for which they are eligible. The classification as a GS-1102 equivalent will require the completion of 24 college credit hours of business related courses. This should be a requirement for continuation in the field at the rank of E-7. These classifications would also provide DACM funding for the training courses. The application for certification for GS-1102 and GS-1105 equivalency that would be possible upon completion of the necessary education and training requirements should be encouraged. Appendix V contains a suggested schedule of training requirements.

2. A central system for planning, scheduling and funding training requirements should be established by HQMC. The Air Force approach to this subject could be used as a model. The establishment of a central authority for these matters would remove responsibility for training from the commands, who have thus far failed to produce adequate results.

3. A prototype for career planning within the 3044 MOS should be established and applied, on an individual basis, to each MOS 3044 Marine. Planning the education, training and duty assignments of these individuals would ensure that every Marine had been properly prepared to efficiently perform his duties in his present billet, as well as ensure that he was being prepared for future assignments. The Air Force program for this area would be quite useful to the Marine Corps in developing an effective career planning and tracking program. Such a plan would help to eliminate the discontent expressed

by many of the MOS 3044s by ensuring that these above average individuals were continually being challenged and developed professionally.

4. A policy statement and training plan should be formulated for the area of contingency operations. Although nearly all of the work done by MOS 3044s is accomplished in garrison, it is the performance during contingency operations such as Desert Storm that are of utmost importance. The current lack of preparation for such situations can be operationally limiting in the volatile global environment that exists today.

D. RESEARCH QUESTIONS ANSWERED

1. Primary Research Question

With the passage of Public Law 101-510, Defense Acquisition Workforce Improvement Act (DAWIA), what actions should the Marine Corps initiate to upgrade the training and professionalism of its enlisted acquisition workforce, MOS 3044?

The ranks of E-5 and E-6 within the 3044 MOS should be classified as GS-1105 equivalents. The ranks of E-7, E-8 and E-9 should be classified as GS-1102 equivalents. It should be mandated that the MOS 3044s meet all of the education and training requirements of their civilian counterparts and certification of these accomplishments should be encouraged. Central planning for the scheduling and funding of training

courses and a program for individual career planning should be established and administered by HQMC or SYSCOM. Contingency situations should be viewed as inevitable and appropriate training and planning programs established.

2. Subsidiary Research Questions

a. What are the current 3044 entrance and training requirements and how do these compare with the actual backgrounds of the Marines with 304 MOS's?

The current requirements include a minimum GCT score of 110, interview by a Contracting Officer prior to approval for MOS training, a prior MOS of 3043, the completion of the Defense Small Purchase Course prior to entrance into the field and the completion of five additional courses during the MOS 3044s career. The five required courses are: Contract Specialist, Contract Administration, Base Contract Law, Contract Placement, Base Level Pricing and Quality Assurance. Table 2 on page 48 shows the actual attendance rate of the current MOS 3044 workforce at these courses.

It was not possible to determine the amount of compliance with the GCT score or interview requirements. However, only 62% of the respondents had attended the Basic Defense Small Purchase Course and only 58.3% had a prior 3043 MOS.

b. What do the other Services do in training their enlisted acquisition workforce?

The Air Force is the only other Service to have an enlisted acquisition workforce. Air Force policy for this workforce includes the classification of all members of the workforce as GS-1102 equivalents to ensure training course seats and to provide for contingencies. A training schedule and career path plan is developed for each member of the workforce to ensure maximum efficiency and competency of that individual for progressive duty assignments. In addition, off-duty education is aggressively promoted.

c. Do the job requirements of the 3044 MOS require full implementation of all DAIWA initiatives to the 3044 MOS?

As the surveys demonstrated, there is a need for effective entrance, education and training requirements for the 3044 MOS if the intent of DAWIA is to be effectively implemented.

d. What minimum implementation of DAWIA initiatives should be made to improve the performance and professionalism of the 3044 MOS enlisted acquisition corps?

Minimum implementation would be the complete compliance with GS-1105 requirements. Desirable implementation would be the establishment of GS-1102 equivalency requirements for the three senior enlisted ranks.

E. RECOMMENDATIONS FOR FURTHER STUDY

1. All of the MOS 3044 billets should be evaluated as to task performance, education and training requirements and prior duty assignment experience to ensure that each MOS 3044

Marine has been as fully prepared as possible before receiving an assignment to a particular billet.

2. A study to determine the minimum number of required MOS 3044s qualified to hold Contracting Warrants should be conducted that would correspond with the Marine Corps' current readiness plan for contingency deployment situations. Subsequently, a study of various ways in which this number of individuals could be developed should be undertaken.

3. A manpower study should be undertaken to evaluate the possibilities of restricting entrance into the 3044 MOS to E-4s and E-5s only. Eliminating lateral moves by E-6s due to unplanned shortages in the field would significantly improve the career management potential for this MOS.

APPENDIX I

Requirements for Training and Education for GS-1102 and GS-1105 Series Employees

CAREER PATH
CONTRACTING

Level/ Typical Grade	Assignments	Experience	Education	Training
		Mandatory = (M)	Desired = (D)	
Level I GS 5-7 01/03	Contract Specialist	(M) One year of acquisition experience	(D) Baccalaureate Degree including or supplemented by at least 24 semester hours in accounting, economics, business law, procurement, or management-related studies (M) As of Oct 1, 1993 must have a baccalaureate degree, OR 24 semester hours in business specified subjects, OR pass an equivalency exam (see exceptions in text of appendix)	(M) Management of Defense Acquisition Contracts (Basic) (8D-4320) (M) Principles of Contract Pricing (QMT 170)

CAREER PATH
CONTRACTING

Level/ Typical Grade	Assignments	Experience	Education	Training
		Mandatory = (M)	Desired = (D)	
Level I GS 5-7 01/03	Contract Specialist	(M) One year of acquisition experience	(D) Baccalaureate Degree including or supplemented by at least 24 semester hours in accounting, economics, business law, procurement, or management-related studies (M) As of Oct 1, 1993 must have a baccalaureate degree, OR 24 semester hours in business specified subjects, OR pass an equivalency exam (see exceptions in text of appendix)	(M) Management of Defense Acquisition Contracts (Basic) (8D-4320) (M) Principles of Contract Pricing (QMT 170)

CAREER PATH
PURCHASING

Level/ Typical Grade	Assignments	Experience	Education	Training
		Mandatory = (M)	Desired = (D)	
Level I GS 5 E-4/5		(D) One year in the Purchasing Career Field	(D) Sixty-four semester hours of undergraduate work	(M) Defense Small Purchase (Basic) (ALMC-B3)
Level II GS 6-8 E-6/8		(M) One year of current and progressively responsible experience.	(D) Sixty-four semester hours of undergraduate work, with emphasis in business	(M) None
Level III GS 9 E-9		(M) Three years of progressively responsible experience	(D) Sixty-four semester hours of undergraduate work, with emphasis in business	(M) Defense Small Purchase (Advanced) (ALMC-B4)

APPENDIX II

3044 and 9656 Survey Questionnaires

15 September 92

To: All 3044 Marines:

The Defense Acquisition Workforce Improvement Act (DAWIA) became effective upon its passage for FY-92. The intent of the legislation is to increase the training and professionalism of the Department of Defense (DOD) Acquisition Workforce, in part through enhanced education, training and qualification requirements.

In keeping with the intent of DAWIA the Marine Corps is currently assessing the role of the 3044 MOS and studying ways in which the entrance requirements, educational opportunities and promotion requirements can be altered to strengthen the effectiveness of the Marine Corps acquisition workforce.

As a graduate student in the Acquisition and Contracting Curriculum at the Naval Postgraduate School I have chosen to study the implications of DAWIA on the 3044 MOS and to recommend what, if any, changes should be made.

The attached survey questionnaire is a critical means of data collection for my thesis. By filling it out as accurately as possible you will not only be helping a fellow Marine, you will also be helping yourself by participating in the recommendation for the training that will be provided to you for present and future assignments.

If possible, please complete the survey and return it by 8 October 92. Please do not include your name on the survey and be assured that all returned surveys will be kept in the strictest confidentiality.

Thank you for your anticipated assistance!

Semper Fi!

Roy R. Schleiden
Major USMC

1. Rank (please circle): E4 E5 E6 E7 E8 E9

2. Total time in the Marine Corps: _____years

3. Total time in the 3044 MOS: _____years

4. Previous primary MOS: _____

5. If you have attended any of the formal DOD schools listed below, please indicate the approximate dates (month/year) and locations where taken on the space provided.
   a) Defense Small Purchase Course _____
   b) Contracting Specialist Course _____
   c) Contracting Administration _____
   d) Base Contract Law _____
   e) Contract Placement and Base Level Pricing _____
   f) Quality Assurance _____

6. Please indicate the highest level of formal education that you have obtained. (Please circle)

   GED
   Under twelve years
   Twelve years
   High school diploma
   One year of college
   Two years of college
   Associates Degree in _____
   Three years of college
   Four years of college
   Bachelor of Arts Degree in _____
   Bachelor of Science Degree in _____
   Masters of Arts Degree in _____
   Masters of Science Degree in _____
   Other _____

7. Is there any specific additional training that you feel would be beneficial to your job performance?_____
   _____
   _____
   _____
   _____

8. Are you, overall, satisfied with the 3044 MOS? _____
   If not, please explain: _____
   _____
   _____
   _____
   _____

9. Have you ever held a contracting warrant? _____ Please state the dates and rank at which you held the warrant. ____

Please respond to the following questions by circling the appropriate letters, using the code shown below.

SA = Strongly Agree
A = Agree
N = No opinion
D = Disagree
SD = Strongly Disagree

10.	The Marine Corps should require one year of business college courses (24 credits) for entrance into the 3044 field.	SA	A	N	D	SD
11.	The Marine Corps should require two years of business college courses (48 credits) for entrance into the 3044 field.	SA	A	N	D	SD
12.	The Marine Corps should require a four year college business degree for entrance into the 3044 field.	SA	A	N	D	SD
13.	I have time to pursue off-duty education.	SA	A	N	D	SD
14.	I would make time available to pursue off duty education if it was required for promotion to the next higher rank.	SA	A	N	D	SD
15.	I would still have entered the 3044 MOS if additional business college courses were required for each level of promotion. (E5-E9)	SA	A	N	D	SD
16.	Requirements for additional college business courses (economics, business math, accounting) would help me perform my job more efficiently or in a more professional manner.	SA	A	N	D	SD
17.	The scope/functions of my current billet could be increased without affecting the quality and timeliness of my work.	SA	A	N	D	SD
18.	I would be willing to pay the tuition for college courses that were required for promotion.	SA	A	N	D	SD
19.	I would be willing to pay 25% of the tuition for college courses that were required for promotion.	SA	A	N	D	SD

20. I would be willing to attend college courses as required if the Marine Corps provided full reimbursement for grades of C or higher. SA A N D SD

21. I would be willing to attend DOD training courses, in addition to those already required, in order to become more proficient and professional at my job. SA A N D SD

22. There are an adequate number of persons in my office so that my work could be performed by another person while I attended a training course. (2-6 weeks) SA A N D SD

Please respond to the following questions by indicating what percentage of each workweek is spent on the activity indicated using the key given below:

A = 0 - 5%
B = 6 - 10%
C = 11 - 15%
D = 16 - 20%
E = 21% or greater

23. How often do you purchase standard commercial items and/or limited technical items that are generally well known in the trade or industry to which they relate, that are generally in plentiful supply and that are well advertised? A B C D E

24. How often do you purchase services such as packing and crating, temporary storage of household goods, shipping, or custodial, maintenance, drycleaning or laundry services that are usually available through local sources? A B C D E

25. How much time do you spend searching for sources of obsolete or hard-to-find items? A B C D E

26. How often do you make purchases by telephone, commit to oral contracts, and sign informal written contracts that are based on price, price reasonableness, discount, delivery dates, and transportation and handling charges. A B C D E

27. How often do you locate suppliers using bidders' and suppliers' lists ? A B C D E

28. How often do you prepare buy or no buy recommendations on the part of your activity for formal contracts? A B C D E

A = 0 - 5%
B = 6 - 10%
C = 11 - 15%
D = 16 - 20%
E = 21% or greater

29. How often do you work within a purchasing deadline? A B C D E

30. How often do you review requisitions to determine that proper specifications or purchase descriptions are included in solicitation documents? A B C D E

31. How often do you select clauses to cover special conditions, such as inspection and acceptance, marking and packaging, quantity variation, price differential, or transportation costs? A B C D E

32. How often do you contact technical personnel to resolve questions of applicability of specifications, classifications of terms, or acceptance of substitute items? A B C D E

33. How often do you evaluate bids or proposals for compliance with specifications or purchase descriptions and applicable clauses? A B C D E

34. How often must you consider the financial responsibility of suppliers by evaluating contract performance on previous contracts? A B C D E

35. How frequently do you meet with commercial representatives to discuss procurement needs, quality of items or services, current market prices, or delivery schedules? A B C D E

36. How much of your time is consumed administering the negotiated and formally advertised contracts assigned to you? A B C D E

37. How much of your time is consumed participating with higher graded specialists in the procurement of technical items using the formal advertised method where the items are manufactured to special specifications and are complicated by restricted price bidding, special processing, or packing and packaging specifications? A B C D E

38. How much of your time is consumed preparing change orders? A B C D E

A = 0 - 5%
B = 6 - 10%
C = 11 - 15%
D = 16 - 20%
E = 21% or greater

39. How much of your time is consumed monitoring the progress of contractors? A B C D E

40. How often must you request audit reports or preaward surveys from Defense Contract Audit Agency or Defense Contract Administration Services? A B C D E

41. How often must you obtaining clearances from the Small Business Administration and advertise work to be contracted in the Commerce Business Daily of the Department of Commerce? A B C D E

42. How often do you prepare requests for proposals and invitations for bid, abstract proposals or bids received, and recommend award? A B C D E

43. How much time is spent in the preparation of awards, establishing files, and administering contracts to ensure delivery or performance and payment? A B C D E

44. How often are you called on to explain purchasing procedures/regulations to requiring activities? A B C D E

45. How much time do you spend establishing prospective vendors for blanket purchase agreements? A B C D E

46. How often must you make modifications/ amendments of solicitations to contracts? A B C D E

47. How much time do you spend determining and understanding clauses required to be inserted into contracts? A B C D E

48. How often do you utilize uniform contract format? A B C D E

49. How often do you perform reviews of blanket purchase agreements such as rotation of bidders and usage? A B C D E

50. How often must you review imprest funds to ensure adequacy of fund? A B C D E

A = 0 - 5%
B = 6 - 10%
C = 11 - 15%
D = 16 - 20%
E = 21% or greater

51. How much time is spent organizing and administering purchasing and contracting activities? A B C D E

52. How much time do you spend managing a purchasing and contracting training program for purchasing and contracting activities? A B C D E

53. How often do you conduct conferences and negotiations with commercial contractors? A B C D E

54. How often do you perform duties as a bid opening officer? A B C D E

55. How often do you perform duties as a purchasing/ordering officer? A B C D E

56. How much time is spent performing routine informal contract preaward surveys to ensure contractor responsibility in performance of a contract? A B C D E

57. How much time is spent instructing/training personnel in the techniques of administering purchase/delivery orders and contracts? A B C D E

58. How often must you differentiate and advise others on the type of contract instrument to be used on purchases? A B C D E

59. How often do you run small purchase shops in deployed situations? A B C D E

Please answer the following questions only if you were deployed to Operation Desert Shield/Storm in a 3044 billet.

60. Were you issued a warrant? _____ What was the dollar limit of the warrant?_____

61. Did you negotiate contracts in excess of $100K? _____

62. Did you serve as a member of a Source Selection Board? _____

63. Were you authorized to award contracts? _____

64. Did you prepare the Statement of Work for contracts? _____

65. Did you establish source selection criteria for competitive

contract awards (ie: for Invitation for Bids) _____

66. Were there any areas in which you wish you would have had more training - that would have made you feel more confident or better prepared to handle your contracting tasks during the deployment? Please explain _____

17 September 92

To: All 9656 Marines

The Defense Acquisition Workforce Improvement Act (DAWIA) became effective upon its passage for FY-92. The legislation outlines specific guidelines for the training and education of officers within the DOD acquisition workforce as well as specifying qualifications for civilian acquisition specialists. Congress' intent in passing the act was to increase the training and professionalism of the entire acquisition workforce. Therefore, even though specific guidelines are not given for enlisted personnel, they are an important part of the picture.

In keeping with the intent of DAWIA the Marine Corps is currently assessing the role of the 3044 MOS and studying ways in which the entrance requirements, educational opportunities and promotion requirements can be altered to strengthen the effectiveness of the Marine Corps acquisition workforce.

As a graduate student in the Acquisition and Contracting Curriculum at the Naval Postgraduate School I have chosen to study the implications of DAWIA on the 3044 MOS and to recommend what, if any, changes should be made.

The surveys included in this packet are a critical means of data collection for my thesis. Without input from those Marines who are working in the field a practical approach cannot be taken.

My request of you is twofold. First, since you are responsible for supervision of 3044 Marines your participation, by filling out the survey attached to this letter, will be invaluable. Second, the distribution of the other surveys in the packet to all 3044s under your leadership, and any others you may have knowledge of, would be greatly appreciated. Each survey has a return envelope attached and can be mailed individually by each Marine.

By attending to this matter you will not only be helping a fellow Marine, you will also by helping yourself by participating in the process of providing better trained 3044s for the contracting needs of your office.

If possible, I would like to have the surveys mailed back to me by 30 September. Please do not include names on the surveys and be assured that all surveys will be kept in the strictest confidence.

Thank you for your anticipated assistance!

Semper Fi!

Roy R. Schleiden
Major USMC

9656 SURVEY

1. Rank: _____

2. Total time in the Marine Corps: _____ years

3. Total time in the 9656 MOS: _____ years

4. Do you hold a contracting warrant? _____ If yes, for what amount? _____

5. How many 3044 Marines do you currently supervise? _____

6. How many 3044 Marines in your office currently hold warrants above the 25K threshold? _____ What are their ranks? _____

Please respond to the following questions by circling the appropriate letters, using the code shown below.

SA = Strongly Agree
A = Agree
N = No opinion
D = Disagree
SD = Strongly Disagree

7.	The Marine Corps should require one year of business college courses (24 credits) for entrance into the 3044 field.	SA A N D SD
8.	The Marine Corps should require two years of business college courses (48 credits) for entrance into the 3044 field.	SA A N D SD
9.	The Marine Corps should require a four year college business degree for entrance into the 3044 field.	SA A N D SD
10.	The 3044 Marines in my office have time to pursue off duty education as could be required for promotion.	SA A N D SD
11.	The 3044 Marines in my office have a positive attitude towards continuing education.	SA A N D SD
12.	The majority of 3044 Marines in my office regularly are enrolled in some type of off duty education.	SA A N D SD
13.	The majority of 3044 Marines in my office are occasionally enrolled in some type of off duty education.	SA A N D SD

14. The majority of 3044 Marines in my office have shown no desire to pursue off duty education. SA A N D SD

15. Requirements for additional college business courses (economics, business math, accounting) would help the 3044 Marines in my office perform their jobs more efficiently or in a more professional manner. SA A N D SD

16. In general, the 3044 Marines in my office are overly trained for the tasks that they are performing. SA A N D SD

17. In general, the 3044 Marines in my office have been adequately and properly trained for the tasks that they are performing. SA A N D SD

18. The 3044 Marines in my office could benefit from additional DOD training courses related to their specialty. SA A N D SD

19. The scope/functions of the 3044 billets in my office could be increased without affecting the quality and timeliness of the work produced. SA A N D SD

20. The majority of Marines in my office would be willing to attend DOD training courses, in addition to those already required, in order to become more proficient and professional at their jobs. SA A N D SD

21. There are an adequate number of persons in the office so that work could be covered while individual 3044s attended training courses of two to six weeks in length. SA A N D SD

22. The tasks performed by 3044 Marines are very similar to those of the GS-1105 specialty. SA A N D SD

23. The tasks performed by 3044 Marines are very similar to those of the GS-1102 specialty. SA A N D SD

24. Overall, do you feel that the 3044s are receiving adequate training for the jobs that they are being asked to do? _____
If not, why not, _____
_____
_____
_____
_____
_____
_____

25. What approaches to entrance requirements, education and training do you feel the Marine Corps could be taking to increase the proficiency and professionalism of personnel in the 3044 MOS? _____

26. Are there any specific steps (ie: training, education) that the Marine Corps could initiate to better prepare 3044s for contingency situations? If so, please elaborate, _____

APPENDIX III

A transcription, by rank, of the responses to 3044 Survey Questions #7, #8 and #66

APPENDIX III

A transcription, by rank, of the responses to 3044 survey questions requiring written answers.

A. Responses to 3044 Survey Question #7: is there any specific training that you feel would be beneficial to your job performance?

Responses of E-4

- While at introductory school if they were to spend more time teaching the B-CAS system it would be very helpful to Marines at 1st duty station as a 3044.

Responses of E-5s

- Yes, I would like to attend additional DOD schools.

- More training in-house - introduce us to the entire process of small purchase not just buying. ex: bid openings, UCF, etc...Are Sgt's only here to be buyers and that's it?

- More exposure to formal contracts.

- I don't know. We have a hard time getting school seats for the schools listed above. So I won't be able to know until I'm able to attend some of the schools.

- BCAS Training, Basic Supply avenues

- I feel that a supply background is imperative as you have supply system experience that I find directly applicable to procurement.

- For people lat moving into the field a basic background in supply would probably be helpful, to have an idea of how the system works.

- Yes! C, D, E, F of question #5.

- Basic computer, typewriting and english classes would be beneficial.

- All classes listed above and outside of the government classes.

- Procurement Management Course

- No, not at this time I like learning on the job.

- To be able to attend more military schools pertaining to my MOS.

- At least once a year I believe that 3044's should be sent to a refresher course (2-3 weeks) for any and all new info that might have not been available to them through the U.S.M.C.. It might be helpful to have Marines spend some time with other DOD procurement agencies to learn different techniques/formats.

- Not that I'm aware of.

- Basic admin school, introduction to data processing, local command classes.

- Yes - we (Sgt's) need more formal contract schools - not more college education.

- DOD schools need to include more prac. app. Also, I do not understand why USMC must attend air force schools, in which, most of the material (AF regulations, etc) does not apply.

- Doing formal contracts.

- More training on contingency contracting.

- Nine blank responses

Responses of E-6s

- Yes, time to finish formal schools.

- No

- Yes. Negotiation Courses. Also more opportunity to deploy to foreign shores. I have been to many foreign shores of deployments and have learned how to better contracting based on my experiences.

- I am presently enrolled in the Junior College nearest my duty station taking courses to obtain an AA degree and plan to go on after that. Any additional MOS schooling would a also be beneficial.

- The above classes offered to 3044's associated with actual experiences in an office. Business classes would help also.

- Refresher courses in regards to current or updated statutes affecting the course of business.

- Yes

- Outside technical schools as in management, contracts, etc.

- More training! Training! Training!

- Refined typing skills, advance training in computer operation. (must operate in a wide variety of languages)

- Army Logistics Management College courses at Ft. Lee, VA (on-site)

- Yes, the remaining schools listed on 5.

- Advanced specification writing as well as being involved in the construction aspect of contracting.

- More training wold be beneficial if training were done early in contracting career. Currently MOS training is done every couple of years. By the time the school seat becomes available (2-3 years) the Marine is preparing to retire.

- Independent duty as a 3043 as a small purchasing activity.

- More formal schools

- One blank response

Responses of E-7s

- Yes! More school for everyone.

- No. However, school quotas should be made available.

- No. However, overall in the field I believe that a greater understanding of the interrelationship with supply (3043), in particular, disbursing, traffic and facilities maintenance, in general; would be of benefit.

- Additional current pricing evaluation courses, current negotiation techniques.

- No

- More formal schools geared around services and supplies over $25,000. Lowry AFB is geared mainly around construction.

- Comprehensive training in service and supply contract writing and administration. Current procurement courses offered by the Air Force deal primarily with construction contracts which are issued by ROICC.

- ADPE procurement, BCAS administrator, A procurement chiefs course to learn staffing and office management.

Responses of E-8s

- Yes. There is a host of others such as legal (in addition to contract law), advanced pricing, some courses in finance and/or project management. In short, some courses that will encompass the full spectrum of contracting.

- None

- Typing/Keyboard use.

- No

B. Responses to 3044 Survey Question #8: Are you, overall, satisfied with the 3044 MOS?

Responses of E-4

- Yes

Responses of E-5s

- Yes!

- Yes/No. I firmly believe that the 3044 MOS would operate more efficiently without the employment of civilians. An all military MOS could be controlled without the hassles of the constant problem of civilian turnover due to job e enhancement or other such problems.

- No. Insufficient amount of school seats for timely training in formal schools required.

- No. Every office should be uniform in it's operation; from the setting up of files to the administration of contracts. It's possible that the key players of each office should meet quarterly or semi-annually to ensure continuity.

- No. I see no need for a 3044 on a float status. Since all documents have to go through existing military installations or embassies, and the float has an imprest fund cashier holding up to $5000.00 in cash. The 3044 turns into a glorified document delivery person.

- Yes. I am satisfied. But I'm very disappointed at the lack of training given by the Marine Corp.

- Yes

- For the most part. I feel there should be military sections in all offices. Sometimes when there is a personal problem between a civilian and a military member, the military member may not obtain the proper training.

- Yes

- Yes

- Yes, I am.

- Highly!!

- Yes, extremely.

- No. As 3044s we should have more school's to enhance our performance. I've been in this field for 4 years and have only been to the basic class. This does not only hold a Marine back but schooling motivates us to pursue our job more.

- Yes

- Yes

- Need more Marines, less civilians.

- Yes

- No. The MOS is career oriented but new personnel have more rank than I which makes it harder for me to consider career options.

- Yes. I am satisfied with the MOS, however I feel "in-house" training is insufficient.

- Yes

- No. Every unit has there own way of doing things. Every time you transfer you have to retrain on how that office does things. There needs to be one set way of doing orders and MODS. we also need to keep senior Sgt's and SSgt's from coming into the MOS. As soon as they get in they're promoted. Not knowing a thing about the job. While others sit around for years at the same rank.

- No. The field of training I recommend that all crs offer for training be a part of PMC for our MOS. More on correspondence crs for our MOS.

- No. If everyone with authority has their own way of doing things, it is hard for the subordinates to do their job effectively if they're always having to change their work style because the authoritarian wants the work done his way.

- Yes/no. I think 3044's should be assigned to base and go to FSSG's upon request.

- Yes.

- No. We do not get to work all phases of contracting: most Marines have never work in formal contracts and since the Navy does construction contracts that is vital experience we will never have.

- Yes

Responses of E-6s

- No. 3044's are sent on 6 month deployments where due to nothing for a 3044 to due. Takes on collateral duties thus being a 3043 instead of a 3044. No need really for a 3044 to be on a Med float Navy Supply can take care of Marines purchases while deployed.

- Yes

- Yes

- Yes!!

- Yes

- Yes, however the classes offered to 3044 need to be more available, even mandatory. I feel as a SNCO I should have had more classes completed. It is hard to pursue classes while in deployed contracting, 1st FSSG.

- Yes and No. Love the work, unfortunately there is no career path on the full-time support (FTS) program or for USMCR in general.

- Yes

- Yes

- Yes

- No! The field is dominated and controlled by civilians. A Marine must be twice as good and work twice as hard, while he watches civilians obtain promotions in positions, or outright hold him out of jobs he needs to increase his knowledge and skills.

- No. The educational level of peers and subordinates in very low, and the work they do is very obvious. It is rather embarrassing to see the illiteracy and incompetency of peers regardless of educational level. Some colleges pass you just to get the tuition. I also feel that K.O.'s should be in the field longer than one tour. By the time they learn or apply what they learned in Monterey they are shoved back into their primary MOS. I have also been very dissatisfied with purchasing and contracting in the M. C.. My five years in this MOS has been in small purchase, it is very stagnant and I feel any monkey can do it, how about major contracts such as MCRADAC. The education is useless unless we are given a chance to use it. I pursue knowledge through ALMC (correspondence) and off-duty education and I also am a member of the National Contract Management Association, and until I retire out of the M. C. all my knowledge or ambitions will never be used.

- Yes

- Yes

- Currently 3044 Marines deploy with DIV/FSSG units. While on deployment 3044's lease vehicles and make very small purchases. A 3043 could do the same job, leaving the 3044 in the contracting office to do his job.

- Yes

- No. Need more base so as to allow more range to cover the scope of the MOS.

Responses of E-7s

- Yes!

- No. Promotion and recognition are few and far between. It is difficult to justify a career in this field when job satisfaction is the only reward.

- Yes. This MOS requires more supervisory and technical positions for senior SNCO's.

- No. Lateral moves by SNCOs to the 3044 MOS have bottle necked promotions. Duty assignments for SNCO's aren't consistent from base to base, FSSG to FSSG.

- Yes, overall. A greater cohesion between the civilian work force and the military would be of benefit. A Marine will be well rounded going from office to office, however, he/she may usually not be given an equivalent assignment to his/her expertise because of the existent civilian workforce. There is a large disparity among expertise. For instance, a GS 09 can be obtained in about 6 years, theoretically. I've seen it happen. Usually it comes from going from job to job. A Marine will make SSgt in this field in about 9 years, and usually has more experience(s). Yet, that SSgt is not assigned duties commensurate with his experience but rather, his rank. E-6 is enlisted - GS 09 is an officer. However, the systematically is based on T/O. Therefore - in some offices (for instance) you may see a captain working for a GS-11, while next door a GS-11 is working for a captain. Unfortunately, this same scenario does not trickle down to the enlisted ranks. In some offices, it creates trouble.

- Yes

- No! Because we have too many peoples lateral move in the field and that make it hard on the ones that already in the fields.

- No. In a deployed environment there are no problems but I feel the Marines in the offices I have worked in have been under utilized.

- Yes

Responses of E-8s

- Yes

- Not really. Most enlisted seldom venture out of the realm of small purchases. As opposed to our counterparts in the sister services.

- E-5 promotion to E-6 very slow, small numbers.

- No. At present for enlisted entry level is E-4/E-5. Some of the E-5's are senior E-5's and when promotion time comes around that E-5 can bump and E-5 that is junior yet has had initial training and has been working in the MOS, when the senior E-5 has not.

C. Response to 3044 Survey Question #66: Were there any areas in which you wish you would have had more training - that would have made you feel more confident or better prepared to handle your contracting tasks during the deployment? Note: this question was directed only to those 3044s deployed during Operation Dessert Storm.

Responses of E-5s

- More exposure to formal contracts. 3044's generally know small purchases better than contracting officers, but are seldom given formal contracts.

- Before deployment to Saudi all the contracting I had been performing was in small purchases. After I returned from Saudi I received training in contract admin and contract placement/base level pricing. The schooling would have been nice if I had it before Saudi. Things may have been performed a little smoother.

- By only doing small purchases before Saudi Arabia did not prepare me for the formal contracts knowledge needed for Saudi Arabia. All 3044s need to have knowledge on the different types of contracts used by the Marine Corps. I am very disappointed with the Marine Corps purchasing. They give you much responsibility, but do not give you the knowledged to adequately handle that responsibility.

- I feel there should be trainings for deployed contracting. There also should be a course on contract management. I find a lot of people do not know how to supervise the younger inexperienced military.

- I was very well prepared for the deployment, that is where I got all my experience in formal contracts and setting up and administering BPA's, because of Desert Sheild/Desert Storm it has put me way ahead of my peers.

Responses of E-6s

- Yes. Was deployed with a unit for four years unable to attend schools due to being deployed. Being deployed 99% of the time a 3044 is not need yet we are sent being tasked with regular 3043's duties or other collateral duties. Thus 3044's should not be attached to FSSG's only base units. If needed for a deployment a 3044 can be flown to the port before a ship even pulls in. But it is a tremendous loss for a 3044 to be deployed and waste on a 6-8 month deployment plus so much learning lost to unable to keep up with changes.

- More advanced computer skills would have made a large difference. People get used to the large base offices where BCAS is so easy to work with. But when they are deployed or assigned to a small limited office BCAS is not available. It is then necessary to develop alternate computer operating skills. If a marine is not computer literate he will have a very difficult and slow time trying to learn a new system while at the same time performing all of this normal functions.

- Being in deployed contracting you must be well rounded in all phases of contracting prior to a FSSG tour. I suggest that you spend a tour at base in which you are trained in imprest fund, BPA, small purchase contracts, then sent to the FSSG; as once in the FSSG you will be tasked to perform all of the above.

- Yes. Once D/S grew to a full contracting office, I was handed a 3.2 million requisition and negotiated several look plus oil KT's and did wish I had the school you are taking. Even though I put these KTs together quickly, I was told by a unlimited KO that "you are a SNCO, you should know what to do". I felt disadvantaged because I knew what to put together in a KT. The FAR is fairly explicit, I think he became frustrated because he had to sign the KT. The bottom line in this is formal KT classes are needed before "experience" is inferred just because one is a SNCO. Most senior officers believe all 3044's are completely trained!! (other than KO's)

- Yes. Formal contracting. As a Marine we are not afforded the necessary amount of time for working in formal contracting. In operation Dessert Storm/Shield Marines who belong to the FSSG are randomly working out of their MOS. At some bases they are (GAP) to the base units to work at b base contracting offices until they are needed to support deployments. They should review the procedure, its not constant among all FSSG units. Many dedicated marines are in the 3044 MOS and are waiting for the opportunity to obtain the billet and responsibility of a contracting officer/limited contracting officer.

- No

- No - however for deployed units such as a MEU, the 3044 should be given a warrant as the Purchasing Officer and not the supply officer. His limitations should be $25K over market and more on indefinite delivery type contracts. Imprest fund should be dropped to a maximum of $1K and Government credit card (VISA) should be taken when the MARG deploys.

Responses of E-7s

- (1) Pricing analysis (2) negotiations

- I was 100% professionally confident in my job as a contracting officer and procurement chief. As far as being 100% responsible for two other contracting officers for the first one and one half months into the deployment expending 3.2 million dollars; 1st I should have had contracting education such as the Post Graduate School in Monterey offered to normal Contracting Officers and been equipped with KNOWLEDGEABLE contracting officers during the deployment. Formal academic education is a must. More advanced formal education in formal contracting is a MUST! For senior SNCO's.

Responses of E-8s

- Perhaps it would be in the area of contracts. (over $100,000 for Desert Storm) Although my K. O. did a superb job in training and supervising my team, more in depth k knowledge of contracting would have been great. In fact thanks to Desert Storm I was able to acquire a great deal of expertise in contracting. Maybe not as much as my civilian counterpart but definitely more than the average Marine (enlisted).

- Yes, more contract experience. The enlisted personnel need to be made aware that they are specialists and not buyers. A buyer is told what to buy and does just that wherein a specialist selects the best means of procurement vendor and takes pricing and other factors into consideration. Also it is my opinion that there was a marked difference between the personnel from 2nd FSSG and 1st FSSG. The second FSSG did not have the "experience" that 1st FSSG had, but 2nd FSSG had the know-how and initiative and did a much better job. It must also be noted that over half of the personnel in 1st FSSG purchasing shop in SWA who had warrants had not been in the field more than a year yet had 250K warrants, and personnel from 2nd FSSG (enlisted) were refused warrants even though as far as field (purchasing) experience it far exceeded those who had warrants.

APPENDIX IV

A Transcription of 9656 Survey Questions #24, #25 and #26

APPENDIX IV

A transcription of responses to 9656 survey questions requiring written answers.

Response to Question #24: Overall, do you feel that the 3044s are receiving adequate training for the jobs that they are being asked to do?

- Yes, but field is so dynamic that continuing or refresher training is a must!

- Air Force training doesn't quite prepare you for what Marine Corps does in the small purchase area. Training is good but now that we are cross training Marines need more in depth about the purchasing and contracting cycle.

- No, In this office the day to day tasks make training difficult. Additionally, the 60% of Marines on 1 year tours are very difficult to free up for training given the basic USMC training requirements they must fulfill.

- No. Note: 3044s come into the field at the E-4/E-6 level. There may be a perception that as a Sgt. an individual is less than fully MOS qualified. In fact, that is to be expected. In the early years, they received adequate training for the job. They do not receive adequate training in the latter years as they should be moving into some aspects of formal contracting.

- Yes

- Marines are initiated throughout the office as a means of insuring a more "well-rounded" contract specialist. They receive training and gain experience Administ. Contracting (7-25K) as well as purchasing (<25K).

- Yes. The training they receive is largely based on the attitude and perspective of the director. We place emphasis on education in this office over training because of the dynamic nature of the business. I am sure there are offices wherein the 3044's receive minimal training beyond simple OJT.

- No. We are forced to beg, borrow and steal to get 3044's into any type of follow-on training courses (eg: Law, Admin). It is very difficult to obtain school seats.

- I do not feel that CMC does a good enough job of planning the career path for 3044s. CMC budgets for these Marines to attended the basic contract course as the initial MOS school. Follow-on schools are the responsibility of the commands in which the Marines work. This creates a tremendous fight for school seats and TAD dollars. What generally happens is that the Marine does not get the school, because, the next command will take care if it.

- Yes

- Yes

Response to Survey Question #25: What approaches to entrance requirements, education and training do you feel the Marine Corps could be taking to increase the proficiency and professionalism of personnel in the 3044 MOS?

- They're already Sgt or above (most of them) with GT's over 110, prior supply tours (most) and have been interviewed by a KO. The one's I've met, and I've met many due to SWA, are as good a grade of Marine as you'll find (less your 10%).

- More of milestone that by 1st year they are required to obtain so much college. Long term program.

- A great deal of training could be provided in-house if the PG school or Acq. Univ. could provide instructor outlines and course text/self paced instruction.

- Don't know what additional education/training requirements would get past manpower beyond normal test score thresholds. Maybe the field could be limited to select feeder MOS's - supply, logistics, etc.. Problem there is you may eliminate some very qualified and bright individuals.

- Make available to them the funds and the quotas to get the courses they need.

- The MOS should begin at PFC and contain significant bonuses for reenlistment. The training should begin then so that by the time the Marines reach the NCO level they are more proficient. GCT and aptitude testing should be high.

- If the 24 units of business or business related courses will be required for 3044's, the Marine Corps should ensure the

"training" courses they offer have college unit equivalents for the appropriate credit. Should evoke a good mix of education as well as training.

- Establish the initial MOS school towards classes that are business related (e.g.; Econ, Stats).

- I believe the Air Force approach is a good one. Of course that approach is virtually impossible in this climate of shrinking defense dollars. However, the Marine Corps does need to get better at developing more of a career path for these Marines. Then requirements can change.

- Fund for all education at HQMC level.

- Need more contingency contracting training.

Responses to Survey Question #26: Are there any specific steps (ie: training, education) that the Marine Corps could initiate to better prepare 3044s for contingency situations? If so, please elaborate.

- 3044's who work at contracting and deploy regularly with the FSSGs, even it just PAD for exercises, etc. are the best trained, most qualified we have. But lit's not forget, 99% of what they do, or will ever do, for that matter, is done in garrison!

- See above on development of resource materials. Additionally mandate college work/formal training for promo to E-7 and assignment of a warrant.

- Most important need is to let these Marines grow beyond small purchasing. For small exercise some purchasing limitations do not really impact the mission. On a camp exercise ie. Desert Storm/Shield those sent must have experience and comfort with formal contracts.

- Training, without a doubt. We are attempting to get the Air Force training package being utilized by the Air Force and Army.

- The Marines should have a tour at a base unit prior to assignment to an FSSG. The FSSG 9656 billets need to be filled. Having an officer there will provide a competent source of leadership and training from which the deployable 3044's can draw expertise from.

- Most definitely! Particularly to Marines assigned to the FSSGs. All 3044's stand to be assigned to a contingency operation. Immediately, their duties include both

contracting and purchasing for lots of K Admin also. A minimum familiarity will go a long way.

- Yes, have LB develop a training package which covers contingency contracting and ensures each 3044 and 9656 receives.

- The majority of your questions are aimed at the use of higher education, as the KO it is good that we receive that type of education. The reality of a 3044 is that they require training first, then more of an emphasis of the underlying principles. The current training is adequate, however, CMC need to structure the career paths of these Marines and they should budget for and arrange school seats for follow-on defense acquisition courses.

- Ensure 3044's receive training and experience in formal contracts before sending/placing them in contingency situations. Currently all of my K specialists are Marines! Most shops use them in small purchase or BPA sections. This hardly prepares them for contracting with foreign govt's during contingency ops.

- Yes, educate on applicable regulations.

- One blank response

APPENDIX V

Purchasing and Contracting Specialist

Recommended Training and Education for DAWIA Certification

RANK	REQUIRED TRAINING
CPL(E-4) SGT(E-5)	Contracting Specialist Course (Entry Level) (Course completion results in 3044 MOS)
	Defense Small Purchase Course (Basic)(ALMC-B3)
	BCAS Course (Air Force School)
SSGT(E-6)	Defense Small Purchase Advanced Course(ALMC-B4)
GYSGT(E-7)	Management of Defense Acquisition Contracts (Basic)(8D-4320)
	Principles of Contract Pricing (QMT170)
	Government Contract Law (PPM 302)
MSGT(E-8)	Advanced Contract Administration (PPM 304)
	Management of Defense Acquisition Contracts (ADV)(8D-F12)
	Quantitative Techniques for Cost/Price Analysis (QMT 345)
MGYSGT(E-9)	Defense Contracting for Information Resources (ALMC-ZX)

RANK	REQUIRED EDUCATION
CPL(E-4) SGT(E-5)	Computer Skills Course Typing Class

In addition, beginning with E-5, six semester hours of undergraduate work in business related courses during each year spent in the 3044 MOS shall be required. Suitable waivers/adjustments are to be made for deployment time.

REFERENCES

1. Edgar, Dr. James H., "The Defense Acquisition Workforce Improvement Act", *Contract Management*, National Contract Management Association, Vienna, VA, March 1991

2. The President's Blue Ribbon Commission on Defense Management, *An Interim Report to the President*, February 1986

3. United States Department of Defense, *Career Development Program for Acquisition Personnel*, Under Secretary of Defense (Acquisition), Washington, DC, November 1991

4. "Spare Parts Bills for the Pentagon", *Newsweek*, Business Section, Volume 102, July 1983

5. The President's Blue Ribbon Commission on Defense Management, *A Formula For Action*, April 1986

6. United States House of Representatives, *Quality and Professionalism of the Acquisition Workforce*, Print by the Investigations Subcommittee of the Committee on Armed Services, 101st Congress, United States Government Printing Office, Washington, DC, May 1990

7. United States Congress, Public Law 98-525, "Department of Defense Authorization Act, 1985", Washington, DC, October 1984

8. United States Congress, Public Law 99-145, "Department of Defense Authorization Act, 1986", Washington, DC, November 1985

9. The President's Blue Ribbon Commission on Defense Management, *A Quest for Excellence*, June 1986

10. United States General Accounting Office, *Acquisition Reform: DOD's Efforts to Streamline Its Acquisition System and Reduce Personnel*, GAO/NSIAD-90-21, November 1989

11. United States General Accounting Office, *Acquisition Reform: Authority Delegated Under the Secretary of Defense for Acquisition*, GAO/NSIAD-90-183, June 1990

12. United States General Accounting Office, *Defense Management: Status of Recommendations by Blue Ribbon Commission on Defense Management*, GAO/NSIAD-89-19FS

13. United States Congress, Public Law 101-510, Title XII, "Defense Acquisition Workforce Improvement Act", Washington, DC, November 1990

14. United States Department of the Navy, *Acquisition Career Management News*, The Director of Acquisition Career Management, Office of Assistant Secretary of the Navy (Research, Development and Acquisition), Washington, DC, July/August 1992

15. Landry, Major Robert R., USAF and Garrett, Captain Gregory A., USAF, "Improving the Acquisition Work Force - An Idea Whose Time Has Come", *Contract Management*, National Contract Management Association, Vienna, VA, June 1991

16. Mann, Mary, Director of Air Force Career Management Section, Washington, DC, Personal Interview, August 1992

17. United States Department of the Air Force, *Certification in the Acquisition Professional Development Program - ACTION MEMORANDUM*, Washington, DC, March 1992

18. Williams, SMSGT David, USAF, Head of Air Force Enlisted Career Management, SAFAQCX, Washington, DC, Personal Interview, August 1992

19. United States Marine Corps, *MOS Manual*, Section 3120.3 and amendments, Headquarters Marine Corps

20. DiRenzo, Paul, Director of Field Contracting Services, Headquarters Marine Corps, Personal Interview, August 1992

21. Lee, James, Director of Price and Cost Analysis Section, Headquarters Marine Corps, Code LBO, Personal Interview, August 1992

22. Crivella, Larry, Director of Education and Training, Marine Corps Systems Command, MCCRADC, Quantico, VA, Personal Interview, August 1992

23. Buckley, John W., Buckley, Marlene H., and Chiang, Hung-Fu, *Research Methodology and Business Decisions*, The National Association of Accountants, 1976

24. *The American Heritage Dictionary of the English Language*, Houghton Mifflin Company, Boston, MA 1973

BIBLIOGRAPHY

1. Buckley, John W., Buckley, Marlene H., and Chiang, Hung-Fu, *Research Methodology and Business Decisions*, The National Association of Accountants, 1976

2. Crivella, Larry, Director of Education and Training, Marine Corps Systems Command, MCCRADC, Quantico, VA, Personal Interview, August 1992

3. Defense Systems Management College, *ACE Mandatory Courses FY-92 Catalog*, Department of Defense Acquisition Education and Training, Director of Acquisition Enhancement Program Office, Fort Belvoir, VA

4. DiRenzo, Paul, Director of Field Contracting Services, Headquarters Marine Corps, Personal Interview, August 1992

5. Edgar, Dr. James H., "The Defense Acquisition Workforce Improvement Act", *Contract Management*, National Contract Management Association, Vienna, VA, March 1991

6. Emling, Lieutenant Colonel David M., *The Role of Congress in the Acquisition Process*, Study Project for the United States Army War College, Carlisle Barracks, PA, February 1990

7. Hodges, Major Eric, USAF, Director of Acquisition Contracts Training, Lowry AFB, CO, Telephone Interview, September 1992

8. Jausso, Robert, Enlisted Education Program Administration, ACE Office, Randolph AFB, Texas, Personal Interview, August 1992

9. Landry, Major Robert R., USAF and Garrett, Captain Gregory A., USAF, "Improving the Acquisition Work Force - An Idea Whose Time Has Come", *Contract Management,* National Contract Management Association, Vienna, VA, June 1991

10. Lee, James, Director of Price and Cost Analysis Section, Headquarters Marine Corps, Code LBO, Personal Interview, August 1992

11. Mann, Mary, Director of Air Force Career Management Section, Washington, DC, Personal Interview, August 1992

12. Moriarty, Susan, Manager of Marine Corps Acquisition Workforce Management, Marine Corps Systems Command, Quantico, VA, Personal Interview, August 1992

13. "Spare Parts Bills for the Pentagon", *Newsweek*, Business Section, Volume 102, July 1983

14. *The American Heritage Dictionary of the English Language*, Houghton Mifflin Company, Boston, MA, 1973

15. The President's Blue Ribbon Commission on Defense Management, *A Formula For Action*, April 1986

16. The President's Blue Ribbon Commission on Defense Management, *An Interim Report to the President*, February 1986

17. The President's Blue Ribbon Commission on Defense Management, *A Quest for Excellence,* June 1986

18. United States Congress, Public Law 98-525, "Department of Defense Authorization Act, 1985", Washington, DC, October 1984

19. United States Congress, Public Law 99-145, "Department of Defense Authorization Act, 1986", Washington, DC, November 1985

20. United States Congress, Public Law 101-510, Title XII, "Defense Acquisition Workforce Improvement Act", Washington, DC, November 1990

21. United States Department of the Air Force, *Certification in the Acquisition Professional Development Program - ACTION MEMORANDUM*, Washington, DC, March 1992

22. United States Department of the Air Force, *Certification in the Contracting Acquisition Professional Development Program (APSP) - ACTION MEMORANDUM*, Washington, DC, January 1992

23. United States Department of Defense, *Career Development Program for Acquisition Personnel*, Under Secretary of Defense (Acquisition), Washington, DC, November 1991

24. United States Department of Defense, *Defense Acquisition Workforce*, Instruction Number 5000.58, January 1992

25. United States Department of Defense, *Reporting Management Information on DOD Military and Civilian*

Acquisition Personnel and Positions, Instruction Number 5000.55, November 1991

26. United States Department of the Navy, *Acquisition Career Management News*, The Director of Acquisition Career Management, Office of Assistant Secretary of the Navy (Research, Development and Acquisition), Washington, DC, July/August 1992

27. United States Department of the Navy, *DAWIA, Defense Acquisition Workforce Improvement Act*, Office of the Director for Acquisition Career Management, ASN (RDA), Washington, DC, June 1992

28. United States General Accounting Office, *Acquisition Reform: Authority Delegated Under the Secretary of Defense for Acquisition*, GAO/NSIAD-90-183, June 1990

29. United States General Accounting Office, *Acquisition Reform: DOD's Efforts to Streamline Its Acquisition System and Reduce Personnel*, GAO/NSIAD-90-21, November 1989

30. United States General Accounting Office, *Defense Management: Status of Recommendations by Blue Ribbon Commission on Defense Management*, GAO/NSIAD-89-19FS, November 1988

31. United States House of Representatives, *Quality and Professionalism of the Acquisition Workforce*, Print by the Investigations Subcommittee of the Committee on Armed Services, 101st Congress, United States Government Printing Office, Washington, DC, May 1990

32. United States Marine Corps, *Defense Acquisition Workforce Improvement Act*, A Directive by the Director of Acquisition Workforce Management, Marine Corps Systems Command, Quantico, VA, April 1992

33. United States Marine Corps, *MOS Manual,* Section 3120.3 and amendments, Headquarters Marine Corps

34. United States Office of Personnel Management, *Position Classification Standard for Contracting Series GS-1102*, December 1983

35. United States Office of Personnel Management, *Position Classification Standard for Contracting Series GS-1105*, February 1969

36. Williams, SMSGT David, USAF, Head of Air Force Enlisted Career Management, SAFAQCX, Washington, DC, Personal Interview, August 1992

INITIAL DISTRIBUTION LIST

1.	Defense Technical Information Center Cameron Station Alexandria, VA 22304-6145	2
2.	Library, Code 52 Naval Post Graduate School Monterey, CA 93943-5002	2
3.	Headquarters United States Marine Corps (Code LBO) Director of Field Contracting Services Washington, DC 20380-0001	1
4.	Dr. David V. Lamm, Code AS/Lt Naval Post Graduate School Monterey, CA 93943-5002	3
5.	CDR Jeffery A. Warmington, SC, USN, Code AS/Wr Naval Post Graduate School Monterey, CA 93943-5002	2
6.	MAJ Roy R. Schleiden 1528 Ivory Lane Lee's Summit, MO 64063	3

Harrison
ID:32768
S33686
The lmr
\Schle
due:2

Thesis
S33686
c.1

Schleiden

The impact of the Defense Acquisition Workforce Improvement Act on the professionalization and training of the Marine Corps' enlisted workforce acquisition.

AMERICAN BINDERY
1
10-93

3 2768 00018490 7